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Memorandum on the Development of Education in the Central Provinces and Berar.

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MEMORANDUM ON THE DEVELOPMENT OF EDUCATION IN THE CENTRAL PROVINCES AND BERAR.

I.—INTRODUCTION.

1. The area of the Central Provinces and Berar is 131,052 square miles or rather greater than that of the United Kingdom. The population at the last census (1921) was 15,979, 600 of whom 13,942,760 were resident in the Central Provinces and Berar and 2,066,900 in the Feudatory States. Geographically the province may be divided into five main natural regions—

(1) the Nerbudda valley, a fertile wheat growing tract in which the density of population is 132 per square mile;

(2) the Maratha plain, containing the rich cotton lands of Berar and Nagpur and having a density of 154 per square mile;

(3) the Chhattisgarh plain, a rice growing tract including the valley of the Mahanadi and having a density of 114 per square mile (or 150 if the sparsely populated State of Bastar is excluded);

(4) the Satpura plateau, a forested and hilly region with a backward people and a density of 95 per square mile;

(5) the Chhattisgarh States on the north-east of the province, a wild country with a density of only 61 per square mile

2. The population of the province is predominantly rural, 91 per cent of the population living in villages. Most villages are small, the average population of a village being 306. The number of towns containing over 20,000 inhabitants is only twelve, and the number of towns containing over 100,000 inhabitants only two (Nagpur and Jubbulpore). The bulk of the inhabitants are Hindus, who number over 13 millions. Animists belonging to aboriginal tribes number a little over two millions and Muhammadans number a little over half a million. The principal vernaculars are Hindi, Marathi and Gondi, which are spoken respectively by 56, 31 and 7 per cent of the population. Hindi predominates in the north and east and Marathi in the Berar and Nagpur divisions,

3. Educational institutions in the province may be classified as primary schools, vernacular middle schools, anglo-vernacular middle schools, high schools, colleges and special institutions. A brief description of each kind of institution and of the main features of educational development during the years 1916-17 to 1926-27 are given below. The description deals with the Central Provinces and Berar only and not with the Feudatory States.

II.—Primary Schools.

4. The number of pupils enrolled in primary schools for boys has remained practically stationary during the decennium 1916-17—1926-27, being 269,452 in 1916-17 and 270,072 in 1926-27. The number of primary schools has, however, risen from 3,698 to 4,189 and expenditure has doubled. In towns the primary schools are fairly well attended and instruction often reaches a fair standard. In rural areas, however, the people are distinctly apathetic and even the larger landowners and others who should lead the way give little real encouragement and assistance. It is not surprising that the rural schoolmasters become disheartened and that their school work often becomes a farce. It is interesting to compare the stagnation of the decennium referred to, in spite of more schools and doubled expenditure, with the progress of literacy from 1881—1921 as revealed by census operations which show that the percentage of male literates doubled between the years 1881 and 1921. (Table VI.)

5. The following figures for 1926-27 relating to primary school enrolment are significant :—

Class—	I	II	III	IV	Total.
Enrolment ...	157,957	71,906	60,897	50,854	341,614

Thus 46 per cent of the pupils attending primary schools were enrolled in the lowest class. At the end of the primary school course comes the primary certificate examination at which only 37,550 appeared out of the 50,854 enrolled in class IV. It may be taken that the difference is due to the fact that those who did not appear had not been in regular attendance or were considered to have no chance whatever of passing the examination and were therefore not presented for it. Out of this 37,550 only 21,317 passed, *i.e.*, possessed the elements of literacy. In other words only 6 per cent of the pupils

entering a primary school actually attained that degree of literacy which the primary school is designed to give to all its pupils.

6. The corresponding figures for 1919-20 were—

Total enrolled in primary schools	...	314,710
Number enrolled in lowest class	...	108,063 (34%)
Number appeared for primary certificate examination.		30,637
Number passed primary certificate examination.		16,787 (5·3%)

NOTE.—Primary schools have a four-year course and instruction is entirely in the vernacular. Formerly primary schools had 5 classes, but the reduction to 4 classes was made in accordance with the recommendations of the Curricula Committee of 1921, a full account of which is given in Part XVI. The curriculum consists of reading, writing, arithmetic, geography and physical training with gardening, drawing and handwork as optional subjects.

7. The management of primary schools for boys is in the hands of local authorities—district councils and municipalities, though Government still retains the management of girls' primary schools.

Funds are provided partly from the resources of the local authorities and partly from Government grants. For vernacular schools maintained by municipalities Government is committed to pay a minimum grant equivalent to a half of the expenditure in excess of 6¼ per cent of the defined municipal income. The items of expenditure admitted under this head are only those of pay and pensions of staff. Thus the municipality is compelled to finance repairs to buildings and new construction, from its own resources except that, when funds are available, Government distributes block grants amongst municipalities according to their necessity. In the case of district councils there is no *system* of grants in aid of vernacular education. Grants to these are doles which may be regarded as fixed annual grants. The percentage of expenditure incurred by these bodies which is met from Government funds varies from district to district from 24 per cent in Amraoti (Berar) and 55 per cent in Nimar (Central Provinces) to 88 per cent in Mandla district and 94 per cent in the Sironcha area. As regards the construction of new buildings and extensions of existing buildings the district board meets the cost from its own funds supplemented by Government funds contributed as a general purposes grant and by block grants given by Government from time to time according to the financial position of the province. Expenditure is budgeted by the local body, whether municipality or district council, and is audited, as regards budget heads, sanctions, correct allocation and accuracy of accounts,

by a Government auditor. It will be seen that there is no control exercised by the Education Department over the expenditure of local bodies, which have a much greater degree of freedom in this matter than similar bodies in England. Nor are they required to obtain the approval of the department to schemes involving expansion and new expenditure. An inquiry is, however, now proceeding into local body expenditure and the possibility of basing grants on definife principles is being investigated.

It cannot be doubted that closer control would produce sounder economy and higher efficiency, but an attempt to effect this would certainly meet with strenuous opposition from the local bodies concerned.

8. The inspection of primary schools is undertaken by Government deputy inspectors who work under the control of the inspector of schools. In addition to inspecting the vernacular schools on behalf of Government from the educational view point, the deputy inspector also reports on personnel, efficiency, buildings, etc., direct to the local body and performs in his office which sometimes contains a few clerks employed by the local body and lent to him for the purpose, the actual administrative work of the district council. With the growth of the powers exercised by district councils the necessity was voiced for administrative officers who should be appointed by and be directly under the control of these bodies. In September 1922 a resolution to place all Government deputy inspectors of schools under the control of district councils was moved but withdrawn in the Legislative Council. Government was thus faced with the possible duplication of inspecting agencies resulting in an expenditure of funds which could better be used on improvements and additional schools. The possibility of overlapping and frictional differences was inherent in the proposals. The Minister for Education, in pursuance of a policy of rapid devolution of power to local bodies, was desirous of deputing all deputy inspectors to local body service and the proposal was reported upon by the Director of Public Instruction. Finally, it was proposed as an experimental measure to transfer the deputy inspectors in 4 only of the 22 districts, along lines desired by the Minister and to reconsider the general question in the light of the experience at a later date.

9. The experiment has been reviewed from time to time. Where the local bodies have shown sympathy and an appreciation of the deputed officer's view point, the scheme has worked without great difficulty. In other cases the experiment has not been successful. Generally speaking the local bodies concerned have not been prepared to delegate sufficient authority to the deputy inspector to enable him

to carry out his duties; and his recommendations have too often been ignored. The powers of patronage are jealously guarded by local body members. The working of the scheme is again being re-examined by the Standing Committee of the Legislative Council. Although some have desired to revert to the old order leaving the larger local bodies to recruit for themselves an administrative officer, others have considered that the experiment should be extended to the province as a whole and that Government should relinquish the duty of detailed inspection.

III.—Compulsory Primary Education.

10. The Primary Education Act (Compulsory) of 1920 followed the lines of the Acts passed in other provinces. The initiation of a scheme of compulsion rested with local bodies and not with Government. By rules made under the Act, Government promised a grant-in-aid amounting to half of the *additional* recurring and non-recurring expenditure entailed by the introduction of the scheme.

The introduction of compulsion, as shown by statistics (table V), has been slow. During 1927-28 an officer of the Indian Educational Service was placed on special duty to visit the larger towns and draw up schemes for them; and this is responsible for the recent acceleration in the preliminary work shown in the table under reference. A Government bill is now under consideration which will, if passed, enable the local Government to force a local body to introduce compulsory primary education.

11. In August 1921 a resolution was passed by the Legislative Council recommending that Government should prepare a programme for the expansion of primary education for the purpose of bringing it within the reach of every village within the rural areas of the Central Provinces and Berar within a period of 10 years from 1921-22. As a result of this resolution a committee consisting of an inspector of schools, an assistant inspector of schools and 3 members of the Legislative Council working under the general direction of the Director of Public Instruction was nominated by the local Government in November 1921 and produced its report in July 1923. The report was then published and opinions and criticism were invited, but only three opinions were received. The committee surveyed the existing building accommodation, school staffs, rates of pay, numbers enrolled and possible attendance under a scheme of qualified compulsion, in both rural and urban areas, for a primary school course designed to cover four years of vernacular education for children between the ages of 6 and 10. Such problems as co-education of girls and boys in the primary stage, the application of compulsion to girls, improved scales of pay for teachers, the double-shift system of classes, the best use to

which the existing staff of women teachers could be put, were all considered. Estimates of cost were worked out. With regard to the provision of funds the report states—

"We are not asked to suggest how funds should be provided. But in the course of investigation the inequality of treatment of various districts in the matter of grants could not escape attention, and a thorough overhauling of the distribution should result in the formation of some guiding principle."

"It is equally striking that the most advanced districts are the ryotwari districts. Apparently the privileged position of the malguzars has not yet led them to assist in the spread of education. That this is a public duty reasonably required of them as holders of privileges secured by the State should be recognized by them voluntarily; or failing that should be imposed by the same power which conferred the privileges of their position—the State."

12. For municipalities the estimates were as follows :—

I.—Non-recurring expenditure (excluding cost of sites).

Division.	Cost of buildings.	Equipment.	Total.
	Rs	Rs.	Rs.
Berar	1,05,792	7,458	1,13,250
Chhattisgarh	45,024	3,752	48,776
Jubbulpore	1,77,695	14,788	1,92,483
Nagpur ..	1,70 424	21,460	1,91 884
Nerbudda	90,896	6,512	97,408
Total	5,89,831	53,970	6,43,801

II.—Recurring cost. (Based on average pay of teachers at Rs. 30 in cheap and Rs. 35 per mensem in dear areas; and 1 teacher for 30 pupils.)

	Annual cost of salary	Pension contribution.	Contingencies.	Total.
Berar.	Rs.	Rs.	Rs.	Rs.
New staff	25,620	2,846	2,562	31,028
Present staff	46,212	5,134	4,619	55,965
Total	71,832	7,980	7,181	86,993

—	Annual cost of salary.	Pension contribution.	Contingencies.	Total.
	Rs.	Rs.	Rs.	Rs.
Chhattisgarh.				
New staff .	12,960	1,440	1,296	15,696
Present staff ...	8,232	914	822	9,968
Total	21,192	2,354	2,118	25,664
Jubbulpore.				
New staff ..	47,160	5,240	4,716	57,116
Present staff ..	21,837	2,446	2,182	26,465
Total ...	68,997	7,686	6,898	83,581
Nagpur.				
New staff ...	87,060	9,673	8,706	1,05,439
Present staff ...	41,840	4,649	4,180	50,669
Total ..	1,28,900	14,332	12,886	1,56,108
Nerbudda.				
New staff	27,360	3,040	2,736	33,136
Present staff ...	24,054	2,673	2,403	29,130
Total ...	51,414	5,713	5,139	62,266
Total for Province.				
New staff ..	2,00,160	22,239	20,016	2,42,415
Present staff ..	1,42,175	15,816	14,206	1,72,197
Total ...	3,42,335	38,055	34,222	4,14,612

Rural areas.

13. The committee noted that half the population of the province lived in villages of less than 500 persons so that a school for each village was outside practical considerations. There were, however, 4,600 villages with a population of 500 or more living within a radius of 1½ miles and estimates of the cost of providing the extra building needed and the additional staff (1 teacher for 40 pupils; average salary Rs. 25 and Rs. 30) formed the *maximum programme*, for which the figures were—

I.—Non-recurring cost.

	Buildings.	Equipment.	Total.
	Rs.	Rs.	Rs.
Pukka ...	46,76,000	4,50,000	51,26,000
Kutcha ...	23,38,000	4,50,000	27,88,000

II.—Recurring cost.

New schools.	Extra teachers.	Total recurring cost.
		Rs.
4,676	7,722	29,85,361

A *minimum programme* was also worked out for providing the schools needed for compulsory primary education in each of the 1,323 villages in the province containing 1,000 or more persons.

The non-recurring cost was—

	Buildings	Equipment.	Total.
	Rs.	Rs	Rs.
Pukka	13,23,000	2,00,000	15,23,000
Kutcha ...	6,61,500	2,00,000	8,61,500

The recurring cost was—

New schools	Extra teachers.	Recurring cost.
		Rs.
1,323	2,641	9,93,665

11. In March 1924 Government published a resolution on this report. The following extracts throw light on the problems dealt with :—

"In the quinquennium ending the 31st March 1922, the number of boys in primary schools fell by more than 27,000 from 269,452 to 242,065 and this decline was continued in the year 1922-23 there being 5,444 fewer pupils in that year in recognized primary schools than in the previous year. It is significant that in the year 1922-23 only 11 per cent of the total number of boys enrolled were in the highest primary class and only 5 per cent passed the primary examination. Taken in connection with the general decline in enrolment, the meagre attendance in the upper classes and paucity of pupils who pass the primary examination, these figures have special significance. In 1922-23 only 3,138 out of 8,273 teachers in recognized primary schools were trained. The latest figures show that there are nearly 600 single teacher primary schools out of a ltota number of 3,942."

"Various causes have been advanced for the decline in enrolment. Unfavourable economic conditions and the non-co-operation movement are partly responsible. But there is no doubt that the root cause is to be sought in the apathy of the mass of the people towards education combined with the relaxation of official pressure. The problem of increasing attendance deserves the most earnest attention of local bodies. But perhaps even more pressing is the question of improving the education which the increased numbers should receive. It is impossible to view with satisfaction a condition of affairs in which only 11 per cent of the pupils enrolled reach the highest primary class and only 5 per cent attain a standard high enough to enable them to pass the primary examination. For it means that a mere fraction of the pupils ever acquire that minimum of literacy, upon the general attainment of which the essential progress of the people so vitally depends. To expect any wide dissemination of literacy when more than half the teachers have never proceeded beyond the vernacular middle standard and are untrained, and when large numbers of teachers are required to take two or more classes at a time, is to expect the impossible. It is imperative that the percentage of trained teachers should be largely increased. It is eminently desirable that adequate staffs should be provided for existing schools."

"The problem of primary education is therefore not merely one of drawing larger numbers of children into the schools. It is also one of giving them an adequate education once they have been admitted to schools. The application of the compulsory system would solve the first; the provision of sufficient trained teachers the second. But even if it were financially possible, it is doubtful whether immediate compulsion on any large scale would be a practical proposition, and financial considerations also impose limits on the immediate supply of a sufficient number of competent teachers. In the present stage of development widespread compulsion must be regarded as a counsel of perfection. But everything points to the desirability of a cautious application of the principle. While few local bodies have hitherto applied compulsion, several have begun to prepare schemes for its introduction in a few small selected areas. In many of the smaller municipal areas, compulsion could be introduced at comparatively little extra cost."

"Compulsion has obvious advantages. By ensuring that pupils will remain at schools for a definite number of years, it increases the chances of their attaining a minimum standard of literacy. It enables the size of classes to be increased and facilitates the concentration of the school-going population in institutions manned by a competent staff. It renders it possible to make full use of existing buildings and consequently to economise in new construction. Applied in a few suitably selected areas in the first place, the principle of compulsion is

calculated at once to promote efficiency in instruction and to make evident the benefits that education can yield. The local Government considers that in the cautious application of the compulsory principle the best hope of achieving general literacy lies."

"But the *raison d'être* of compulsion is the removal of illiteracy, and this cannot be effected without a full time system of primary education."

"The local Government is therefore of opinion that compulsion should be applied in municipal areas and in those places in rural areas in which its application will be attended with least difficulty and, in order that the compulsory system may be effective, it should be accompanied by the introduction or retention of the full-time system. Necessary alterations will be made in the Compulsory Education Rules with a view to providing for the latter object."

"The committee recommends that compulsion wherever it is introduced, should be applied in the first year to boys between 6 and 7 or 6 and 8 years of age, in the second year to boys between 6 and 8 or 6 and 9 and so on. They rightly point out that any attempt to place all boys in school between the ages of 6 and 11 on a fixed date would dislocate the class work by forcing boys of varying ages into class I and be likely to cause opposition by removing a certain number of boys from wage earning. Further it is urged that attendance for less than a period of three years is not likely to secure literacy. Government had already, before the publication of the committee's report, recognized the necessity of making provision for the gradual application of compulsion and had prepared a bill for the amendment of section 11 of the Central Provinces Primary Education Act which renders compulsory attendance between the ages of 6 and 11. This bill was published in the Gazette, dated the 1st December 1923, and was introduced at the last two sessions of the Legislative Council. The local Government deplores that this necessary improvement has been postponed by the action of the Legislative Council."

"The committee recommends that the supply of trained teachers should not be increased at present particularly because 'some districts are unable to supply posts for trained teachers on suitable salaries; in other words the present supply is greater than the province can afford to pay for'. In this connection reference is invited to the annual report on the state and progress of education in the province for the year 1922-23 (paragraphs 32 and 66) where it is stated that, although no less than 5,138 and 696 out of 8,273 and 860 teachers employed in board and aided schools, respectively, are untrained; in some districts trained teachers had found difficulty in obtaining employment, owing partly to the inability of the boards to pay adequate salaries and partly to the fact that the boards had confirmed untrained teachers. Consequently the question of limiting,

temporarily, the output from the normal schools had arisen. In the current year the admissions to certain normal schools have been restricted. The local Government, however, is prepared not only to remove the restriction on the ouptput of trained teachers but to increase the supply, as funds become available, to meet the demand which the introduction of compulsion on an efficient basis must entail. On their side local bodies can increase their funds by raising cesses or imposing additional taxes, and thereby provide for more trained teachers."

"In regard to the pay of teachers under a scheme of compulsion, the committee based their estimate of cost on an average pay of Rs. 35 and Rs. 30 in dear and cheaper municipal areas, respecitvely, and Rs. 30 and Rs. 25 in dear and cheaper rural areas, respectively. These rates are, in the majority of cases, considerably in excess of the existing rates. Nor does the committee recommend that the average rates which they suggest should be immediately introduced. In the present financial condition of the province, the local Government is unable to commit itself to give grants based on these rates. But it is prepared to recognize the principle suggested by the committtee that when new posts are created as a result of the application of the compulsory system, the pay of these posts should be fixed as a rule at scales higher than the existing minimum rates with a view to raising ultimately the average pay of the whole cadre of teachers and ensuring a reasonable flow of promotion for deserving teachers. It is essential however that such posts should be reserved for trained teachers."

"As regards the education of girls, the committee recommends that no attempt should be made to apply compulsion in their case, but throws out the suggestion that considerable advantages could be gained by educating boys and girls together in the primary stage in large numbers. The question of co-education was recently discussed by a conference of representatives of local bodies and the Education Department and it was resolved that while the curriculum for boys' schools is suitable also for girls and the present measures for the encouragement of the attendance of girls in boys' schools should be continued, there should be no departure from the present system of providing for separate girls' schools where there is a reasonable demand for such schools. It is the intention of Government to appoint a committee at an early date to report on the education of girls. Meantime, Government is prepared to encourage the attendance of girls in boys' schools, while continuing in accordance with existing policy to make provision for separate schools for girls wherever there is a reasonable demand."

"In conclusion, the local Government desires to emphasize that, while it favours an improvement in the quality of the teaching and the gradual application of compulsion, it has not altered its declared policy of taking the fullest advantage of the Primary Education Act. In drawing attention to the defects of the present system and in advocating the gradual application of compulsion, the local Government is actuated solely by a desire to ensure that full advantage is derived from the additional expenditure and the inconvenience caused to a large section of the population by the application of the principle of compulsion."

IV.—Vernacular Middle Schools.

15. These comprise classes V, VI and VII and may be regarded as a continuation of the primary school. A vernacular middle school does not exist by itself but always in conjunction with a primary school both being under the same head master. Like primary schools vernacular middle schools are under the management of local authorities and the term "vernacular education" is used to include both vernacular middle and primary education. Vernacular middle schools are staffed mainly by teachers who have themselves passed through vernacular middle schools and have had a course of training in normal schools for three years. Fees in vernacular midddle schools are low when compared with those in anglo-vernacular middle schools. Vernacular middle schools are not intended to lead up to high schools and in fact cannot do so because they end at class VII and high schools begin at class IX. Their function is to provide an inexpensive education for those who cannot afford to go to an anglo-vernacular midde school and so on to a high school, but who desire to study further than the primary stage. Some day the vernacular middle school may be regarded as the elementary school of the future, but that time is not yet.

16. A recent development has been the demand that English should be introduced as an optional subject into vernacular middle schools. It is urged that even a slight knowledge of English has a commercial and practical value, for example, it is necessary in sending or reading a telegram. The policy of Government is that district councils, under whom are the majority of vernacular middle schools, must first discharge their duty in providing vernacular education before they undertake the provision of English education. A compromise has, therefore, been reached whereby an English teacher may be attached to a vernacular middle school provided that his pay is met from extra fees and subscriptions and not from district council funds.

V.—Anglo-Vernacular Middle Schools.

17. These comprise classes V to VIII and are staffed mainly by teachers who have passed the high school certificate examination and have undergone a course of training for two years at Spence Training College, Jubbulpore. These schools are definitely preparatory to the

high schools and English is an important subject of the curriculum. At the close of class VIII pupils appear for the high school entrance and scholarship examination which is conducted by the department. This examination was instituted in 1917 and took the place of three special examinations: the examination of class VIII conducted by middle school head masters, the admission test to high schools conducted by high school head masters and the high school scholarship examination conducted to the department. The examination has been successful in weeding out unfit candidates from the high schools and in levelling up the standard of instruction in middle schools. Only recently criticism against this examination has been heard, the argument apparently being that as Government should encourage education any obstacle in the way of as many pupils as possible proceeding to high schools should be removed.

18. The general level of instruction in anglo-vernacular middle schools is at present fairly satisfactory in Government schools, but rather less so in aided schools. Care is taken to ensure that buildings, equipment and staff come up to a required standard. Some of the schools are maintained by Government, some are under private management aided by Government grants and some are maintained by municipalities. Those that are maintained by municipalities are aided by Government under the same terms as schools under private management. Municipalities are not encouraged to open anglo-vernacular middle schools until they have made adequate provision for primary education. District councils are not allowed to maintain anglo-vernacular middle schools as it is considered that their chief duty of providing primary education will take up all their available funds for many years to come.

Table III shows a considerable increase of pupils in anglo-vernacular middle schools during the decennium.

19. Reference is now invited to the note on the Curricula Committee of 1921 which recommended the reduction of the anglo-vernacular middle school course from 4 to 3 years. Government accepted this recommendation but on the advice of the Education Department removed the top class of the anglo-vernacular middle schools to the high school and thus hoped to raise the standard of educational attainments by the employment of teachers better qualified than those in anglo-vernacular middle schools. Public opinion was opposed to this policy. It was said that the poor pupil who could not afford to journey to another place for admission to a high school was being deprived of "higher" education. In the face of public opinion, no other course was possible but to abandon the policy (*vide* note on the High School Board in Part VII of this Memorandum).

VI.—High Schools.

20. High schools comprise classes IX, X and XI and prepare pupils for the high school certificate examination which is conducted by a board called the High School Board. The work of the High School Board is discussed in Part VII of this memorandum.

The declared policy of Government is to maintain one Government high school in each district as a model high school. A departure from this policy has recently been made by the opening of a second Government high school in Berar district. Other high schools are under private management and nearly all of these are aided by Government grants of one-third of the approved expenditure. Government grants are sanctioned on approved schemes of expenditure proposed for a period of three years. Triennial schemes are prescribed in order to encourage managers of schools to look ahead and to provide for expansion and a progressive scale of pay for their teachers.

21. High schools are staffed by graduate teachers. In Government high schools nearly all are trained teachers who have undergone a year's training at Spence Training College, Jubbulpore. In aided schools a large number of high school teachers is still untrained.

By high school is usually understood a high school with a middle school attached to it forming one unit under the same head master. A recent tendency has been for Government to open additional sections of high school classes in Government high schools in place of middle school sections which are taken over by a municipality. The underlying idea is that Government is more capable of managing high school classes than are municipalities. One section, however, of each middle school class is always maintained in Government high schools, because it is considered necessary to maintain these as a model.

Table III gives statistics, number enrolled in high schools during the decennium. These are practically stationary. It is interesting to note that the wastage in this stage is far less than in the earlier stages. For example, in 1924-25 there were 1,927 pupils in class IX, whereas in 1926-27 there were 1,391 in class XI, *i.e.*, a wastage of 28 per cent only as against 47 per cent in the same period in middle schools.

VII.—The High School Board.

22. Previous to the year 1922-23 the final examination of the High School course in this province was the Matriculation examination conducted by the Unversity of Allahabad to which the Central Provinces Colleges also were affiliated. Consequent on the report of the Sadler Commission, the reorganization of that University was undertaken, and the area in which it functioned was restricted to the exclusion of this province. Thus arose the necessity for the creation of a provincial University and, in view of the recommendations of the Sadler Commission, of the Central Provinces High School Education Board.

The functions which that Commission recommended that the Board should fulfil were—

1. Prescribing courses.
2. Conducting examinations at the end of the courses and granting certificates.
3. Recognizing institutions for examination purposes.
4. Advising Government with regard to such institutions.
5. Administering Government institutions and grants-in-aid to those under private management.
6. Inspecting these institutions.

The last two functions were strongly opposed in a powerful minority note.

23. The Chief Commissioner of the Central Provinces in 1920 had expressed to the Government of India a preference for the minority view on the grounds that the majority view point unduly curtailed the powers of the Minister for Education and the Legislative Council for which an Education Standing Committee had already been provided. The United Provinces Bill had been drawn up on the lines of this minority view, but whereas the United Provinces Bill brought Intermediate Collegiate education under the Board, the Central Provinces Bill left this to be dealt with by the University of Nagpur when constituted. The Bill so drafted in consultation with the Minister, was placed before the Standing Committee of the Legislative Council after discussion with certain selected officials and non-officials. Both the High School Education Bill and the Nagpur University Bill were introduced during the September session of the Legislative Council in 1922 and referred to select committees. The former was passed by the Council in 1922 and the latter in 1923.

24. The High School Board was first constituted by a Notification dated the 24th September 1923. It consists of—

2 *ex-officio* members—
(Director of Public Instruction and a Secretary appointed by the local Government).
17 or 18 members nominated by the local Government.
7 Heads of High Schools.
1 Inspector of Schools.
1 Representative of the Training College.
1 Do. Female Education.
1 Do. Engineering.
1 Do. Agriculture.
1 Do. Commerce.
1 Do. Medicine.
1 Do. Local Bodies.
3 Representatives of minority communities.
3 Elected by Legislative Council.
7 Nominated by Nagpur University.
2 Co-opted by the Board.

25. The first meeting of the newly constituted Board was held in November 1923 when a draft set of regulations, prepared by the Director of Public Instruction (*ex-officio* President of the Board) and the Deputy Director of Public Instruction who had been appointed Secretary by the local Government was discussed. Arrangements were made with the United Provinces Board to conduct the High School certificate examination of 1924 on the lines of the Allahabad University Matriculation examination of previous years, on behalf of the Central Provinces Board. The latter body conducted its own examinations from 1925 onwards.

26. Previous to 1925 English had been the only medium of examination but from that year candidates were permitted to employ English, Urdu, Hindi or Marathi in accordance with the recommendations of the Curricula Committee, 1921. This added greatly to the complexity of the problem for all question papers were translated into all these vernaculars. The complaints however against the vernacular renderings were many and bitter. In 1926 the same method was adopted and again complaints were received. The Board then decided to issue only English versions of the questions, leaving candidates free as before to answer in a vernacular; and this policy was adopted in 1927. Though no difficulty appears to have been experienced by candidates in consequence of this arrangement, considerable opposition was raised in the press which erroneously inferred that Government intended to go back on its declared policy of employing the vernacular as the medium of instruction in high schools. The Board again considered the problem in 1927 and in a press note stated that in future History, domestic science, vernacular and classical language papers only would be supplied to a candidate in the language selected by him as his examination medium and that all other papers would be set in English only.

27. The following extracts are taken from the Board's reports:—

"The results of the examination may be tabulated as follows:—

1925.

No. of candidates (excluding absentees)	...	1,150
No. of candidates who passed	...	406
Percentage of passes ...	...	35·3 per cent.
No. who passed in I Division	...	21
		5·4 per cent.
No. who passed in II Division	...	224
		57·3 per cent.
No. who passed in III Division	...	145
		37·2 per cent.

In the examination of 1924, 55 per cent of the candidates passed, 3.33 per cent of the passes being placed in the I Division, 44.83 per cent in the II and 51.83 per cent in the III Division.

The following statement shows the percentages of candidates failing in each subject :—

	Per cent.
English	33
Mathematics	33
History	39
Geography	41
Science	20
Indian Vernacular	8
Classical Language	21
Domestic Science	*Nil.*
Drawing	14

As this was the first High School Certificate examination in which papers were answered in languages other than English, the analysis should prove of interest :—

Medium of examination.	No. of candidates.	Percentage of passes.
1. English	657	36
2. Marathi	347	33·8
3. Hindi	131	39
4. Urdu	34	23·5

Subject.	Medium of examination.	
	English.	Vernacular.
	Per cent.	Per cent.
English	70 passed	56 passed.
Mathematics I	59 ,,	59 ,,
Mathematics II	72 ,,	74 ,,
History	58 ,,	56 ,,
Geography	50 ,,	76 ,,
Chemistry	84 ,,	88 ,,
Physics	58 ,,	76 ,,
Sanskrit	77 ,,	76 ,,

Though it would be undesirable, owing to the number of different factors involved, to draw too hasty conclusions from the above statement, it is clear that the pupil whose medium of instruction is the vernacular has suffered as far as English is concerned and it is curious that in the subjects, namely, History and Sanskrit, in which one would have thought the vernacular medium would have provided the better result, the advantage is slightly in favour of those whose medium is English."

1926.

"The result of the examination may be tabulated as follows :—

No. of candidates appeared	.	1,333
No. of candidates passed	...	125
Percentage of passes ..	...	31·8 per cent.
Passed in Class I .	.	16
		3·76 per cent.
Passed in Class II .	.	200
		47·06 per cent.
Passed in Class III ...	...	131
		30·82 per cent.
Number of failures in each subject—		
English ...		504
		37·75 per cent.
Mathematics . .	...	597
		44·72 per cent.
History ...	...	375
		28·09 per cent
Geography ...	. .	365
		27·34 per cent.
Science .	...	335
Vernacular ...	...	121
Classical Language ..	...	117
Domestic Science .	.	*Nil.*
Drawing	...	80

The percentage of passes in the English medium and the vernacular media of examination works out at the same figure in each case. The results, however, cannot be utilized to arrive at any definite conclusion owing to the highly complicated influences at work. For instance the occurrence of a large batch of candidates from apparently very inefficient schools vitiates the figures. One point which emerges from all the reports on Hindi is the fact that literary Hindi is practically unknown to students in Chhattisgarh, and candidates from that division appear to labour under a considerable disadvantage when compelled to utilize that language as their vernacular."

1927.

"The results are tabulated below :—

No. of candidates appeared		1,530
No. of candidates passed		556 (private candidates 5)
Percentage of passes	.	36·3 per cent.
No. passed in class I		9
No. passed in class II	..	229
No. passed in class III		236
No. appeared in one subject		127
No. of those who passed	..	82

The percentage of passes in each subject is as follows :—

English	...	76 per cent.
Mathematics	...	56 ,,
History and Geography	...	70 ,,
Science	...	69 ,,
Vernacular	...	80 ,,
Classical Language	...	80 ,,
Drawing	...	75 ,,

*Number of candidates offering—

English Medium	...	520, 35 per cent passed.
Hindi Medium	...	251, 30 ,,
Marathi Medium	...	590, 35 ,,
Urdu Medium	...	42, 31 passed.

As stated in the reports of the previous years no conclusions can be drawn from these figures regarding the success or otherwise of instruction through the vernacular compared with instruction through English, owing to a variety of factors involved. For each medium there is at least one school in which the results are highly satisfactory and at least one other in which the standard attained is deplorable."

28. The following extracts relating to the work of this Board are taken from the Education Department's annual reports :—

1923-24.

* * * *

"The institution of the Board has provided an opportunity of bringing public opinion to bear in an increased measure on the problems of secondary education. Considerable powers (including the power of recognition of high schools and the prescription of courses of study and text books for high and middle schools) have been vested in the Board and the maintenance of an efficient standard of high school education now lies mainly in its hands. On the proper discharge of its responsibilities, the future not only of higher secondary education but also of University and professional training depends, for standards are determined by the quality of the output of the high schools. From the experience of the past year I have no reason to doubt that the High School Board will endeavour to maintain the high standard of high school education which this province inherited from its long connection with the University of Allahabad. The representatives of the young University of Nagpur and of the commercial and industrial interests can be trusted to ensure, so far as lies in their power, that University and professional education will not suffer from any lowering of the high school standard."

* Compartmental candidates are omitted.

1924-25.

* * * *

"This Board, which came into being last year as a result of the Central Provinces High School Education Act, has functioned throughout the year in a way which shows that the hopes which were entertained regarding the services which such Board would render to the cause of secondary education in the province, are well on their way to fulfilment.

The High School Board has wide powers, which include the recognition of high schools, the prescription of courses of study, text-books and syllabuses and the conduct of the high school certificate examination; and the way in which, assisted by its various committees, it has carried out these duties throughout the year, is a happy augury for the future. All meetings have been well attended. They were characterized throughout by a spirit of cordial co-operation and the heavy agenda of some of the meetings was disposed of in a prompt and efficient manner. One of the ideas underlying the institution of the Board was that it would provide an opportunity for bringing public opinion to bear in an increased measure on the problems of secondary education. This it has done. For example, the transference of the top middle school class to the high school was unpopular with parents and with the public generally and its re-transference to the middle school was to a large extent the result of representations of members of the Board. This re-transference has given general satisfaction.

The expenditure of the Board during the year under review was Rs. 21,796, whilst the income from examination fees was Rs. 19,028, the net cost to Government being only Rs. 2,768."

1925-26.

"The year under review was the third year of the Board's existence and it is possible to take stock of the Board's activities and the part it plays in the system of education. Established by legislative enactment with a view to enlisting and organizing the co-operation of the various interests which are concerned with the products of the secondary schools—parents, teachers, the University, the professions, employers of labour,—the Board has applied itself with vigour and enthusiasm to the task of building up sound principles of secondary education. It has framed regulations for the recognition of schools and the conduct of examinations; it has prescribed courses; it has sanctioned text-books; it has discussed and expressed its opinion on various problems which have engaged or are engaging the attention of the Department. Much of the work has been laborious and exacting. The Board has not escaped criticism. Parents whose children have

failed to pass the High School Certificate examination and teachers whose pupils have not had the 'fortune' to foil the examiners have complained of the heaviness of the courses and the high standard of the examination. Such criticisms are inevitable. The Board, however, has set before itself and steadily maintained a high standard of education. As long as it maintains this standard, we may look forward with confidence to the development of secondary education, and the University and professional education which depend upon it, on proper lines."

During 1928 the constitution of the Board has been severely criticized and no less than 5 amending bills are now before the Legislative Council. The common feature in all these bills is a demand that election to the Board shall replace nomination by Government. Thus head masters of high schools and assistant masters of high and middle schools are to elect their own representatives. Further it is proposed that the educationist element be weakened and the non-educationist strengthened. Complaints against the official nature of the Board, as evinced by the fact that the Director of Public Instruction is *ex-officio* chairman, have been voiced in the Council and one bill seeks to give the Board appellate powers against the orders of the Education Department on matters connected with the promotion, transfer and punishment of teachers in Government schools.

VIII.—Colleges.

29. The number of colleges in the province of university standing is 7, *viz.*, Morris College, Hislop College, Victoria College of Science and the Agricultural College at Nagpur, Robertson College and Spence Training College at Jubbulpore, and King Edward College at Amraoti.

The Morris College, Nagpur, was founded in 1885 as a memorial to Sir John Morris who was for nearly 15 years Chief Commissioner of the Central Provinces. Until 1915 the college was managed by a committee and aided by Government, but in that year the college became a Governmnt institution. The college has over 500 students and a strong staff including 5 members of the Indian Educational Service of whom 3 are Europeans.

The Hislop College, Nagpur, originated in the work of the Rev. Stephen Hislop, the first missionary of the Free Church of Scotland to Nagpur. In 1884 the Free Church institution was raised to the status of a college and affiliated to the Calcutta University. In 1905 the college was affiliated to the Allahabad University and in 1923 to the newly established Nagpur University. The college is maintained by the United Free Church of Scotland and is aided by Government.

The Victoria College of Science has its origin in the Victoria Technical Institute which was established as a memorial to Queen Victoria. In 1909 it was raised to the status of a college and was affiliated to the Allahabad University and in 1923 to Nagpur University. The college is equipped and maintained by the local Government and new buildings and equipment are now being provided at a large cost. When completed next year it is believed that this college will be second to none of its kind in India.

Robertson College, Jubbulpore.—This college has its origin in collegiate classes which were attached to the Government high school, Saugor, in 1860. In 1873 the classes were transferred to Jubbulpore. In 1885 the classes were raised into a fully equipped college. In 1916 new buildings were opened which are situated four miles from the city of Jubbulpore in grounds extending nearly over 200 acres and overlooking a fine lake.

Spence Training College, Jubbulpore.—This college is a Government institution for training of teachers for work in anglo-vernacular middle schools and high schools. It was first opened in Nagpur as a training institution under Mr. Spence and in 1902 transferred to Jubbulpore. In 1911 the training institution was converted into a training college with staff for both post-graduate and undergraduate work, and a new building was constructed for it. When Mr. Spence retired in 1922 the Government re-named the college after him in view of his meritorious work in the college since its foundation. The college has two chief departments: (1) post-graduate department which trains graduate teachers for one year for the B. T. degree (formerly called the L. T. degree) of Nagpur University, and (2) the undergraduate department which has a two-year course for teachers who have passed the high school certificate examination. The graduates are intended for work in high schools and the undergraduates for work in anglo-vernacular middle schools.

The King Edward College, Amraoti, has its origin in the desire of the people of Berar to perpetuate the memory of King Edward VII. By 1922 approximately rupees two lakhs had been subscribed. Government, however, decided to bear the total cost of construction and equipment of the building and the amount raised by subcriptions was made available for the grant of scholarships. King Edward College is situated in open ground about two miles from the city of Amraoti and has accommodation for 400 students and hostel accommodation for 150 boarders.

The Agricultural College, Nagpur.—This college has its origin in the formation in 1888 of an agricultural class giving a two-years' course of education and situated on a government farm in Nagpur. In 1906 the agricultural class was replaced by the Agricultural College

and in the next few years a separate Agricultural Research Institute which included students' laboratories was erected. The course given at the college was at first a three-year course and the college itself conferred a diploma in agriculture. In 1916 the course was changed to one of four years and in 1920 this course was divided into two : (1) a certificate course of two years' duration and (2) a diploma course of four years' duration. The diploma classes of the college were admitted to the privileges of the Nagpur University in 1925 and the University now holds an intermediate examination in agriculture and an examination for the degree of bachelor in agriculture.

IX.—The University of Nagpur.

30. The following extracts from the report of the Education Department may be quoted as summarizing the development of the Nagpur University :—

1917—22.

"*The University scheme.*—As a result of the recommendations of the Central Provinces and Berar University Committee which sat in 1914 and 1915, definite proposals were submitted to the Government of India in 1917 for the establishment of a residential teaching university of the multi-collegiate type at Nagpur. To this Central institution were to be affiliated colleges situated in other parts of the Central Provinces and Berar. A site, 1,100 acres in area, was selected along the Kamptee road at a very short distance from the city and the civil station of Nagpur and approximately four lakhs of rupees were spent on its acquisition between 1918 and 1921. Plans were prepared by the local Consulting Architect to Government for spacious playing fields, university and college buildings, hostels, residential accommodation for the professorial, clerical and menial staffs, for a hospital, dispensary, co-operative store and other buildings. Further action was delayed first on account of the great war and afterwards by the publication of the Calcutta University Commission Report.

Final proposals have now been submitted in the form of a report and a draft University Bill which, with a few minor alterations, was introduced into the local Legislative Council during the September session, 1922. The Bill differs from the 1917 scheme in several important respects and is a compromise between the scheme and the recommendations of the Calcutta University Commission and of University legislation subsequent thereto. In the expectation of large monetary grants from Imperial revenues, the 1917 scheme provided for a residential teaching university. The provision of such funds, however, was prevented by the war and more recently by the Montagu-Chelmsford Reforms Scheme. Each province has now become

responsible for its own expenditure on university education, and it is realized that for several years to come the Central Provinces will have to be content with a less ambitious and costly type of university than was proposed in 1917. The university site has now therefore been abandoned and the Bill which has now been introduced into the local Legislative Council, provides for a university which at the outset will be of the examining, affiliating type with the colleges as the unit of instruction. The Bill is so framed, however, that the university may subsequently and without further legislation develop into a teaching and residential university by maintaining and managing colleges and hostels of its own or by taking over the management and control of existing colleges and hostels as the need arises and funds permit. Intermediate education will at the outset be under the control of the university and undertaken by the various colleges affiliated thereto. There is nothing in the Bill, however, to prevent the subsequent transfer of intermediate education from the University to the Board of High School Education created by the High School Education Act in November 1922 as a corollary to the University Bill. The Bill provides for a constitution consisting of a Court, an Executive and an Academic Council and a Committee of Reference. The Governor General is to be the visitor and the Governor of the Central Provinces the Chancellor of the University."

1922-23.

"The outstanding event of the year was the passage through the Legislative Council of the Nagpur University Bill. This measure was introduced in the Council in the August session when it was referred to a select committee. On the presentation of the select committee's report in November, the Council urged the desirability of further time for consideration and resolved on postponement till January. The necessity of obtaining the sanction of the Government of India to the moving of amendments created a difficulty which involved a further postponement from the January to the March session when the Bill was passed. The Bill, as passed by the Council, received the assent of the Governor General in Council on the 6th June 1923. . . . . arrangements are under progress for the creation of the various bodies of the University, and it is anticipated that the University will be in working order by the end of the current year Meantime arrangements for the conduct of the Intermediate and Degree Examinations of 1924 have been made with the United Provinces Intermediate Education Board and the University of Allahabad to which the colleges of this province have hitherto been affiliated.

The University of Allahabad with which the schools and colleges of the province have had the privilege of association during the last 31 years and which has been such a potent factor in their development,

has set an example of high standard which, it may be anticipated, the younger university will strive to maintain. The university will start its career without a habitation, and the problem of providing it with suitable accommodation will shortly have to be faced".

1923-24.

"During the current year considerable progress has been made in elaborating the machinery of the University. A considerable number of statutes, ordinances and regulations had been provisionally made by the Vice-Chancellor in the exercise of his extraordinary powers. To revise and consolidate these and to frame new ordinances and regulations the academic and the executive councils appointed committees which prepared drafts covering practically the whole range of university functions under the Act, for the consideration of the two councils. A prospectus for the examinations of 1926 was published in time for the opening of the academic session during the current year."

1924-25.

"In the year under report the University was able to complete its organization for the discharge of its statutory functions. The statutes, ordinances and regulations were completed and gound their place in the first calendar of the University which was issued in November 1924, in which month the University also held its first convocation."

1925-26.

* * * *

"(ii) The construction of the University office and Law College buildings was further advanced and the construction of a University Library building was begun. These two buildings will be completed in the course of the current year. Towards the former Government made a grant of one lakh and towards the latter, a grant of Rs. 65,000. The estimated cost of the former building is Rs. 2,25,000 and of the latter Rs. 80,000.

* * * *

(iv) The Law classes of Morris College were transferred to the University and constituted a University College of Law. The classes, however, are still being held in Morris College.

(v) The University agreed to establish an Information Bureau for students desiring to proceed abroad for further study and a committee was constituted for this purpose. This bureau will take the place of the Central Provinces and Berar Students' Advisory Committee.

(vi) Statutes and ordinances necessitated by the creation of the faculty of agriculture and the admission of the Agricultural College to the privileges of the University were passed and the Agricultural College began to function as an affiliated college during the year under report.

* * * *

(vii) Certain notable benefactions were made :

* * * *

(x) The University provided an interesting and varied programme of extension lectures among which were lectures from Doctor Sir P. C. Ray, Mr. T. E. Harvey, Doctor K. N. Bhal, Doctor E. Muir and Doctor D. K. Bhandarkar.

(xi) An interesting development was the establishment of the University Athletic Tournament in which all the affiliated colleges took part."

1926-27.

"Public interest in the University has been shown by subscriptions towards the building fund of the University and by benefactions for the founding of University scholarships and prizes . These, on the whole, have been disappointing and the time has not yet come when the gifts of pious benefactors, to which the Universities of Oxford and Cambridge owe so much, will make the Universities an autonomous body independent of aid from Government. Public interest in the University has been shown also by the keenness with which election to the bodies of the University has been sought, and by frequent comments in the local press, oftener critical than constructive, on the University and its activities, and by an increasing number of resolutions and questions and by the exercising of financial pressure in the local Legislative Council."

31. The officers of the University are—

(1) the Chancellor (the Governor of the Central Provinces),
(2) the Vice-Chancellor,
(3) the Treasurer,
(4) the Registrar,
(5) the Deans of Faculties.

The authorities are—

(1) the Court, which is the supreme governing body and consists of a large number of persons *ex-officio*, nominated and elected,
(2) the Executive Council, which is the executive body of the University,
(3) the Academic Council which has authority in academic matters and under which the Faculties and Boards of Studies function.

The University provides a four-year course leading to a degree. At the end of the second year and Intermediate examination has to be passed by students. The idea of Intermediate Colleges put forward by the Sadler University Commission has not found favour in the province.

The University is entitled to confer the following degrees: B.A., B.Sc., M.A., M.Sc. Ph.D., D.Sc., LL.B., LL.M., LL.D., B.Ag., and B.T. (bachelor of teaching, formerly called L. T., licentiate of teaching). No doctorates have as yet been conferred.

32. The examination results of the University are illustrated by the following extracts:—

Examination.	Percentage of passes in					
	1917—22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
M.A. ...	40·3	40	62	81	100	83
M.Sc. ...	88·2	80	100	100	50	90
B.A. ...	33·1	54	41	64	44	47
B.Sc. ...	46·7	44	76	68	72	50
Intermediate ...	47·4	57	51	62	42	54
L.T. ...	...	84	92	100	95	96
LL.B. ...	...	79	70	58	65	50
	Conducted by Allahabad University.			Conducted by Nagpur University.		

X.—Special Institutions.

33. Spence Training College at Jubbulpore which trains teachers for work in high schools and anglo-vernacular middle schools has already been described. For the training of teachers for work in vernacular middle schools and in primary schools Government maintains normal schools at convenient centres. They admit after a competitive examination pupils from vernacular middle schools, and they provide a two-year course for primary school teachers with an extra year for those who are selected to be trained as teachers for vernacular middle schools. There are at present many teachers who have been trained at normal schools but who are still unemployed. One reason for this is that it is cheaper for local authorities to employ untrained than trained teachers. The passing of Local Self-Government Acts in 1920 and 1922 gave local bodies the right to appoint their own teachers without reference to Government. Government has been compelled to order the closing of one of its normal schools in order to reduce unemployment among trained teachers. This is remarkable at a time when primary education ought to be expanding by leaps and bounds.

34. The Engineering School at Nagpur trains subordinates for the Public Works Department and for general engineering. The Roberston Medical School trains sub-assistant surgeons for the Medical Department. The Department of Industries maintains a number of industrial schools at Nagpur, Jubbulpore, and elsewhere. The Rajkumar College at Raipur is an institution for the education of sons of Feudatory Chiefs and large landowners. The Agricultural Department besides maintaining the Agricultural College which has already been described, maintains an agricultural middle school at Powerkhera. This school was not at first successful, but after recognition of its course by the Education Department as equivalent to an ordinary anglo-vernacular middle school course for admission to high schools, the school has become very popular. The further development of agricultural education in the province is now under consideration and the report of the Royal Commission on agriculture is awaited, as it is desired to consider their recommendations with regard to agricultural education before embarking on a new policy.

XI.—Female Education.

35. Problems connected with Female Education were fully investigated in 1916 by a mixed committee of officials and non-officials and their report formulated the policy which the Education Department subsequently followed.

The rate of advance has however been slow, as the following figures indicate :—

	1916.	1920	1927.
Number of vernacular schools .	333	350	364
Average attendance .	12,782	15,437	17,236
Number of girls in boys' schools ...	16,035	16,953	16,710
Number of secondary schools .	8	11	12
Average enrolment	218	343	753
Number of girls in boys' secondary schools.	7	13	36
	Rs.	Rs.	Rs.
Expenditure by Government on girls' education.	1,62,282	3,09,155	3,57,352

Government has retained responsibility for the education of girls but has encouraged private effort, under a grant-in-aid code, to open both primary and secondary girls' schools.

36. It was felt by the Department that changing social and educational conditions in the province rendered it necessary that the position should be again reviewed and efforts made to introduce a larger policy which might increase the rate of progress; and in a Resolution on the annual report of 1923-24 the local Government reiterated the intention that had been expressed in March 1924, in connection with the report of a committee which had investigated problems dealing with the introduction of Compulsory Primary Education, that a committee should be appointed to report on questions connected with the education of girls.

The matter was delayed as the Ministry had ceased to exist, but there were indications of a change of feeling in the Legislative Council and it was not improbable that the Ministry would be revived and the temporary administration of the transferred subjects by the Governor terminated. These expectations were not fulfilled and the question was revived after the administration of Education had been entrusted to the Hon'ble the Home Member.

37. A committee of 15 members was as a result called into existence in November 1926. It consisted of the Director of Public Instruction, 1 Inspectress of Schools, 1 Assistant Inspectress of Schools, 4 ladies connected with female education, the remainder being nominated from members of the Legislative Council and representatives of local bodies. The terms of reference included the practicability of improving and extending Primary and Secondary education for girls, the possibility of extending co-education in certain stages, the necessity for differentiating courses of instruction for girls proceeding to higher education from those for girls not so intending, and the desirability and practicability of transferring Government Primary and Vernacular schools for girls to local bodies. A questionnaire was issued to the chief educational officers, to all local bodies and a large number of persons connected with girls' and female educational institutions. The Chairmen of local bodies were asked to consult local opinion in order to obtain material for a representative reply. Just over a hundred replies were received but the committee reported that the majority of them, especially from non-officials, were too vague and too general to be of much use. The report adds "We were perhaps a little too ambitious and too optimistic in expecting anything else, for the details of educational administration, though the fact is not always realized by the general public, are essentially a matter for the expert". In all, the committee met 5 times before submitting its report and considered the present condition of female education in the Central Provinces and Berar

in detail before formulating its new proposals. They pointed out that nearly all the womenfolk of the province were still illiterate and that the general apathy towards the important subject of female education was consequent on the present situation being considered as inevitable. The pardah system, early marriage, and the attitude of elder women and of a large number of men, naturally conservative, led to the fear that education would destroy much that they revere in the traditional position of women in Indian society. On the other hand the education of boys was an economic necessity. Again, "Many earnest thinkers who are desirous of increasing the standard of literacy among women shrink from what they reagrd as westernization and the ultimate breaking down of the old long established and revered order, in the possible ultimate feminist demand for political and social emancipation. We come therefore to the poistion so clearly pointed out by the Calcutta University Commission that our men have accepted western education and western political theories for themselves, but fear the acceptance of either by our womenfolk." "The only solution must be a resolute attempt to achieve a real synthesis between the ideas and traditions of the west and the ancient and rooted ideas and traditions of India. An extension and improvement in the education of girls and women of the province along the right lines is a social and political necessity." "The advancement of India is bound up with the education of girls and unless active measures are taken to further their education and a public demand created, the general progress of the country must be impeded."

38. The report of the committee is summarized in 32 resolutions, the chief of which are given below :—

Resolution No. 3.—The co-education of boys and girls in schools education vigorous and active propaganda is necessary. We recommend that for this purpose a non-official publicity organization of committees of ladies and gentlemen interested in education be established with its headquarters at Nagpur and subsidiary committees in the district headquarters and smaller municipalities of the province, to work in co-operation with Government and local authorities.

Resolution No 3.—The co-education of boys and girls in schools should not be continued beyond the primary stage and no boys should be admitted to girls' schools at any stage of their education. But in places where there is not sufficient demand for girls' primary education to justify the opening of separate girls' primary schools, the preesnt system of admitting girls to boys' primary schools should be continued both as a valuable means of propaganda to popularize female education and in order to procure the number of girls necessary to justify the opening of separate primary schools for girls

Resolution No. 10.—In order to encourage a demand for the secondary and higher education of girls, English may be taught as an optional subject in vernacular middle schools and girls taking English in these schools should be allowed to proceed to anglo-vernacular schools and be admitted to the class for which they are educationally qualified.

Resolution No. 13.—No scholarships or stipends should be granted to girls in primary schools to induce them to complete the primary stage of education.

Resolution No. 14.—There should be a liberal provision of scholarships for girls to be awarded on the results of the Middle School Scholarship examination, and tenable in Classes V, VI and VII of vernacular middle schools and in Classes V, VI, VII and VIII of anglo-vernacular middle schools.

Resolution No. 17.—The training of an adequate number of women teachers should be the special charge of Government. We therefore recommended that Government should continue to maintain its two Normal Schools for women as at present and should be prepared to extend these schools to meet any increased demand which may in the course of time arise for vernacular teachers. Government should continue also to aid normal schools for women which are opened as the result of private enterprise, subject to the usual conditions of recognition.

Resolution No. 19.—It is desirable that a woman teacher should, as far as possible, be recruited from, and employed in her own town or village.

Resolution No. 20.—It is essential that the pay of women teachers should be sufficient to render them independent.

Resolution No. 21.—No separate class or caste schools should be opened by Government or public bodies.

Resolution No. 22.—The usual provision should be made to meet the needs of communities differing in language by opening or aiding the opening of schools for separate languages.

Resolution No. 25.—The secondary education of girls should continue to be the special charge of Government and of private enterprise assisted by grants-in-aid.

Resolution No. 26.—The ultimate aim of educational policy should be to place the vernacular education of girls under the same

management and control as the vernacular education of boys, namely, local authorities and private institutions.

Resolution No. 27.—The opening of new vernacular schools for girls should be left to local authorities and to private enterprise assisted by grants-in-aid from Government.

Resolution No. 30.—If at the end of five years, Government is satisfied with the progress made by local authorities in opening vernacular schools for girls, we recommend that the whole position should be reviewed and that the following suggestions should then receive consideration :—That in order to enable local authorities to gain further experience and to encourage them to take over girls' vernacular education, Government vernacular schools for girls in district headquarters should be transferred to local authorities on the following conditions :—

(1) that the municipality in the particular district headquarters agrees to take over the control and management of the school;

(2) that the municipality is assisted in the conrtol and management of the school by a special statutory committee with a definite proportion of local lady members, the Municipal Act being amended if necessary for the creation of such a committee;

(3) that adequate safeguards be provided for the protection of women teachers in order to guarantee to the teachers employed by Government at the time of the transfer, such security of tenure, pay, pension, provident fund, promotion and other prospects as they would have enjoyed if the school had not been transferred to the municipality;

(4) that the final decision on all questions of transfer, promotion and punishment of the existing Government staff shall remain with the Education Department as at present;

(5) that the municipality shall be given the use of the school buildings, furniture, and equipment conditionally on the municipality maintaining the buildings, furniture and equipment in repair and returning them to Government if at any time they cease to be used for the purposes of a vernacular school for girls.

The report is now under examination by Government and the cost is being estimated.

39. The following table shows the number of schools for Indian girls and the number of pupils, during the last ten years :—

	1916-17.	1917-18.	1918-19.	1919-20.	1920-21.
Schools ...	355	359	381	379	374
Pupils ...	20,407	20,653	21,658	22,031	22,397

	1921-22.	1922 23.	1923-24.	1924-25.	1925-26.	1926-27.
Schools ...	381	369	373	372	375	385
Pupils ...	22,501	22,471	23,655	23,466	24,570	26,194

In addition to the above, there were 18,620 girls reading in boys' schools in 1926-27 against 15,633 in 1921-22, giving an increase of 3.3 per cent as against an increase of 3.6 per cent during the previous quinquennium. Including girls in boys' schools, and excluding boys in girls' schools, the total number of girl pupils increased from 38,075 in 1921-22 to 41,175 in 1926-27. These figures represent an increase of 8.1 per cent as against an increase of 4.1 per cent during the previous quinquennium. The percentage of girl pupils to the total female population increased from .56 per cent in 1921-22 to .62 per cent in 1926-27.

The total expenditure on girls' schools rose by 12.1 per cent from Rs. 4,60,173 to Rs. 5,15,776 as compared with a rise of 102.6 per cent during the preceding quinquennium. The average annual cost for each school rose from Rs. 1,221 to Rs. 1,339, the Government share being Rs. 855 and Rs. 928, respectively. The average annual cost of each pupil fell from Rs. 20-5-9 to Rs. 19-11-0 of which the Government share was Rs. 14-6-8 and Rs. 13-10-3.

40. Of the 15,110 girls reading in boys' schools the majority are in the primary stage. Co-education in this stage flourishes partly owing to the system of paying bonuses to head masters for admitting girls to their schools, and partly to the fact that the instruction in the boys' schools must often be better than that in those girls' schools which are staffed by old men or untrained women. Bonuses are based on average attendance and vary in value according to the class in which the pupils for whom they are given are reading. It is doubtful

whether they are needed in the lower standards which are regarded as *créches* by the parents. The number of pupils, in the first standard alone, is greater than in the whole of the remaining classes of the primary schools. During the quinquennium the total amount paid annually in bonuses rose from Rs. 4,000 to Rs. 4,322. The feeling regarding co-education varies in different parts of the province. In certain districts there is a definite feeling against it, but this feeling is gradually breaking down and the number of girls in boys' schools shows a growing demand for girls' education. One Inspectress remarks that "the people of Chhattisgarh.....are beginning to feel that girls are better in institutions of their own". The other Inspectress states that it is her "experience as an inspecting officer that the general public prefer to send their children to girls' schools to having them read in boys' schools. I have evidence that the girls themselves find a happier, more corporate life in their own schools than in schools for boys". Co-education, therefore, even in those districts in which it is least unpopular, cannot be regarded as more than a preliminary to the opening of separate girls' schools. But until the number of girls in each village is sufficiently large to justify the opening of girls' schools, co-education remains a valuable means of propaganda and an incentive to stimulating interest and creating a large demand for girls' primary education.

41. The following table shows the number of girls' primary schools and pupils during each year of the quinquennium :—

	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Schools ...	313	317	314	318	324
Pupils ...	17,720	18,836	18,236	19,087	19,900

It will be noticed that the number of separate girls' schools has increased slightly and that at the end of the quinquennium the number of girls in these schools exceeded the number reading in boys' schools. The results of the primary examination also show improvement, there being 1,049 successful candidates out of a total of 1,817 in 1926-27 as against 523 out of a total of 937 in 1921-22. The problem, indeed, appears to be to retain the girls in the school until they have passed the two lowest standards. Once they have entered the third class they get interested in their work and desire to stay at school and in many cases the parents acquiesce in their desire.

The following table shows the number of vernacular middle schools and pupils during the quinquennium :—

	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Schools ...	36	35	36	37	40
Pupils	3,650	3,645	3,891	4,146	4,883

During the last five years the number of girls reading in Anglo-Vernacular Middle schools stage has increased from 489 to 677 while the corresponding figures for the High School stage are 74 and 143.

42. The following extract is taken from the Education Departmental Report of 1922-27 :—

"*Staff*.—In this Province one of the great difficulties—perhaps the greatest—in female education is to create and maintain an adequate supply of trained and efficient teachers. The field of recruitment, already narrow because of the small number of educated girls, is further restricted by social customs, early marriage and a still prevalent prejudice among the well-to-do educated classes against teaching as a profession for girls. The result is that women teachers, particularly in the primary schools, generally come from the poorer classes. But during the years under review the total number of teachers has increased from 661 (of whom 270 were trained), in 1921-22 to 731 (of whom 364 were trained) in 1926-27. A large percentage of teachers still remain untrained. Many of these are 'past middle age and past all likelihood of absorbing modern ideas of teaching or benefiting in any way by training". Their schools suffer accordingly. But with regard to the increasing number of trained teachers both Inspectresses observe that the standard of teaching, of discipline and tone is slowly but steadily rising. Various devices are adopted to protect the women teacher in the villages. If she is married, every endeavour is made to train her husband as a teacher and to provide employment for him in the same village Wherever possible quarters are provided for unmarried or widowed teachers. More are urgently needed because of the high rents in certain districts and of the unwillingness of villagers to let their spare rooms. As far as possible, unmarried or widowed teachers are employed in their native villages. The total number of sanctioned posts in the Government vernacular cadre for women teachers has increased from 703 to 747."

XII.—Muhammadan Education.

43. The Muhammadan population forms about 4 per cent of the population of this province. During 1926-27 Muhammadan pupils attending schools formed 9.5 per cent of the school going population.

The following comparative table gives the number and distribution of Muhammadan pupils :—

Class of institution.	Number of Muhammadan pupils in the year						Percentage of increase or decrease in the totals.
	1921-22.			1926-27.			
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Colleges .	68	...	68	118	..	118	+42·3
High Schools (High department).	315	.	315	423	1	424	+34·2
Anglo-Vernacular Middle School and Middle department of High Schools.	1,591	4	1,595	2,777	1	2,778	+74·1
Vernacular Middle Schools.	1,080	11	1,091	1,018	22	1,040	−4·7
Primary Schools ..	21,056	4,719	25,775	28,483	3,044	31,527	+22·3
Normal Schools ...	1 8	1	169	127	1	128	−24·2
Other Special Schools	41	30	71	178	44	222	+212·7
Total ..	24,819	4,765	29,084	33,124	3,113	36,237	24 5

Expressed in percentage the above figures give the following proportions in the various stages of instruction in 1926-27 :—

Stage of instruction.	Boys.	Girls.
College stage	·4	..
High stage	1·2	...
Middle stage	11·6	·8
Primary stage...	86·8	99·2
Total ...	100·0	100 0

44. There are 5 Muhammadan high schools in the province and of these, 1 is maintained directly by Government. The number of Anglo-Urdu Middle schools is 11 in addition to which there are 4 Anglo-Urdu Middle school departments attached to Anglo-Marathi schools maintained by Government. Berar is the only division in which Government directly maintains Anglo-Urdu schools (1 high, 4 Anglo-Urdu Middle and 4 Anglo-Urdu Middle departments) but liberal grants-in-aid are given to schools maintained by Anjumans. Government has reserved 19 middle and 16 high school scholarships at enhanced rates for Muhammadans who are also eligible for all open scholarships. A special Urdu normal school is maintained by Government at Amraoti in which 90 students are trained at a time as Urdu school teachers.

Of the 582,032 Muhammadans in the province 245,024 are inhabitants of Berar. The large Muhammadan population of Berar is due to the fact that it was long under direct Muhammadan rule and still technically forms part of the Nizam's dominions.

XIII.—The Education of Depressed and Backward Classes.

45. A list is given below of the principal untouchable classes (1921 census). Owing to the omission of minor castes the number of untouchables is greater than that shown therein. Even without allowing for this the figures show that despite the teaching of social reformers there are no less than 19 per cent of the inhabitants of the province whose touch is pollution to an orthodox caste Hindu :—

Caste.		Strength.
Balahi	...	43,518
Basor	...	44,046
Chamar	...	881,674
Dhobi	...	165,624
Ganda	...	144,585
Katia	...	37,950
Kori	...	38,208
Kumhar	...	121,408
Madgi	...	7,829
Mala	...	6,080
Mang	...	84,239
Mahar	...	1,170,737
Mehtar	...	13,448
Panka	...	206,513
Total	...	2,965,859

In addition to the untouchables the Forest and Hill tribes must be regarded as backward educationally. They number (1921 census) 3,261,657. The most important tribe is that of the Gonds whose total of 2,109,583 comprises two-thirds of the total strength of the group and more than one-eighth of the population of the province. The Gonds who were at one time the dominant race throughout the province have gradually yielded up the open country to Aryan invaders and are chiefly to be found in the plateau districts and in the colder parts of the province.

The criminal tribes have a much smaller number than the depressed classes or the Forest and Hill tribes, but are more backward educationally.

46. The following extract is taken from the Education Departmental Report of 1926-27 :—

"The total number of pupils of all backward classes reading in recognized institutions has arisen by 13.4 per cent from 35,134 in 1921-22 to 39,856 in 1926-27. In addition to the above 821 pupils are reported

to have been reading in unrecognized institutions in 1926-27. These figures include (*a*) pupils from the depressed classes, *i.e.*, classes with which the idea of pollution is associated; (*b*) pupils from aboriginal and hill tribes; (*c*) pupils from criminal tribes. The numbers of each are shown below:—

(The figures exclude those of the Feudatory States.)

Classes.	Total number under instruction.	
	1921-22.	1926-27.
Depressed classes	28,919	34,531
Aboriginals or hill tribes	5,993	5,157
Criminal tribes	222	168
Total ...	35,134	39,856

The educational position of each of these classes is shown under the appropriate headings in the following statement:—

	Males.	Females.	Total.
(*a*) Depressed classes—			
Population (1921 census) ...	1,320,349	1,355,457	2,675,806
Pupils	34,002	529	34,531
Percentage	2·57	·04	1,294
(*b*) Aboriginals and hill tribes—			
Population (1921 census) ...	1,238,314	1,299,459	2,537,773
Pupils	4,961	196	5,157
Percentage	·4	·01	·2
(*c*) Criminal tribes—			
Population (1921 census) ...	264,403	259,693	524,096
Pupils	161	7	168
Percentage	·6	·003	·03

The following statement shows the number of pupils under each of the appropriate heads in the various stages of instruction :—

	1926-27.			1921-22.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(a) *Depressed classes*—						
College stage ...	16	...	16	8	...	8
High stage ...	59	...	59	30	...	30
Anglo-Vernacular middle stage	735	...	735	592	9	601
Vernacular middle stage ...	284	3	287			
Primary stage ..	32,602	521	33,123	26,236	1,930	28,098
(b) *Aboriginal and hill tribes*—						
High stage ..	1	...	1	4	...	4
Anglo-Vernacular middle stage	8	...	8	8	...	8
Vernacular middle stage .	312	..	312	156	1	157
Primary stage ..	4,632	196	4,828	5,627	197	5,824
(c) *Criminal tribes*—						
Vernacular middle stage ..	19	1	20	13	...	13
Primary stage ..	142	6	148	208	1	209

"Depressed classes pupils do not always obtain admission to the local schools without a struggle. But two tendencies have become increasingly manifest during the quinquennium (1922-27). First, the depressed classes have evinced a growing consciousness of their educational and social disabilities and a growing assertion of claims to social and political recognition. In Chhattisgarh, 'where some of the School committees discourage the attendance of the depressed class boys in their schools', the Deputy Inspector reports that 'the Chamars and Mahars are showing signs of bitterness and resentment against the higher castes and appear to be anxious to improve their social status, but they do not seem to realize the importance of education as a means of their social uplift'. The latter part of his statement finds support in the fact that in Jubbulpore Circle very few girls of the depressed classes ever enter a school and those who do are mostly in the lowest primary class, that few boys, even of those who pass the primary examination, care to proceed further and that, consequently, the middle school scholarships reserved for depressed class boys are rarely, competed for. In Nerbudda Circle, 'there is no prominent movement amongst the depressed classes,' elsewhere the consicousness of their disabilities is accompanied by a healthy activity. In the Nagpur and Berar Circles the depressed classes are beginning to manifest a determination to work for their own amelioration and to endeavour to secure recognition of their efforts by grants from Government. In Nagpur Circle, for example, a primary school was started in 1923 by the Central Provinces and Berar Depressed Classes Education Society for the education of Mehtars. In Berar the depressed classes community 'seem to be making special persevering efforts to establish hostels wherever they can'. And both in the

Nagpur and Berar Circles there has been considerable progress in the education of the depressed classes. In both circles, however, the depressed classes are still too prone to rely almost exclusivley on Government aid. The second tendency has been a growing recognition on the part of the more advanced classes of the claims of the depressed classes."

"Two incidents illustrating these tendencies were recorded in the annual report on education in 1923-24. The first tendency is illustrated by an incidence in the village of Bela in the Nagpur district where boys from the depressed classes were required to sit in the verandah of the primary school apart from their fellow pupils. The community bitterly resented this and claimed equality of treatment. On meeting with no response, although there was plenty of accommodation in the main school, they opened a school of their own. Both tendencies are illustrated by a second incident. Competition for admission to the Patwardhan High School, Nagpur, is so great that candidates are selected for admission to class V on the results of the Primary Certificate examination; and candidates for admission to class VIII on the results of the High School Entrance examination. In 1923-24 a representative of the depressed classes in the local Legislative Council moved that 'pupils of the depressed classes should be admitted to the Patwardhan High School irrespective of the number of marks they obtained'. The resolution was carried by a large majority. The same tendency towards a breaking-down of prejudice is reported by the Inspector of Schools, Nagpur, who says that in one of the municipal primary schools at Wardha, 'some Mehtar boys were receiving instruction along with the boys of other castes, without any distinction'. And in Berar the Inspector notes that 'both in vernacular and anglo-vernacular schools one now sees Mahar boys sitting side by side on the same bench with Brahmin children'. The two classes meet in the class room and on the play-ground. 'The distinction with regard to food and drink have, however, not altered very much.' The Mahar community in Berar is reported to be alive to the need for progress and 'to be sparing no effort to arouse both its own people as will as the higher castes to the need for closer co-operation in raising both the social and religious status of the community.' Opposition is, of course, still encountered and prejudice still lingers, but there has been a notable advance towards a more politic regard for the claims of the depressed classes."

"Besides gaining admission to schools maintained by Local Bodies, the depressed classes receive education in Mission schools and in their own schools. Several of these schools have received grants-in-aid from Government. The Depressed Classes Mission Society maintains nine primary schools with 386 pupils. In 1926-27 the total expenditure on these schools was Rs. 5,407. The Chokhamela, Nagpur, maintains one primary school with 36 pupils and spent

Rs. 372 on it in 1926-27. The Young Mens' Christian Association, Nagpur, has opened a number of night schools for workers in the Empress Mills, many of whom are members of the depressed classes."

XIV.—European Education.

47. The European and Anglo-Indian population of the Central Provinces and Berar numbers 9,466. Assuming 15 per cent as the proportion which should be in school we get the figure 1,420. The total number of pupils enrolled in European and English Teaching Schools is 2,388. Of these only 1,707 are classed as European and Anglo-Indian. The balance consists chiefly of Goans, Parsis and Indian Christians; but an increasing number of children of well-to-do Hindus and Muhammadans also attend. 764 European pupils are boarders and reside in school hostels. In schools classed as "European", the percentage of non-Europeans may not exceed 25 per cent. "English Teaching Schools" may admit 75 per cent of non-European pupils. There is however no difference whatever in the administration of these schools both being "Reserved" and in the portfolio of the Hon'ble Member for Finance.

48. The educational system consists of a Kindergarten class, classes I—IV which form the Primary schools classes V—VII, the Middle school; and classes VIII and IX the High school. The total courses is thus of 10 years' duration as against 11 years for Indian schools. At the end of the Middle and High School courses a Departmental examination was formerly held for the award of scholarships and a certificate—the High School Certificate—was granted. From 1928 these Departmental examinations have been abolished and the Cambridge Junior and School Certificate examination substituted. The main advantages claimed are that a transfer to another province or transfer to England does not break the continuity of study since European schools in India and many schools in England send up pupils for the Cambridge examinations; and these examinations are more widely recognized and accepted than a departmental provincial examination.

The following figures assist in a comparison of European with Indian schools in the Central Provinces.

European Schools.	Indian Schools.
1. Tuition fees in primary classes, Rs. 25 per annum ...	From *nil* to annas 12.
2. Tuition fees in secondary schools, Rs. 72-3-0 ...	From Rs. 12 to Rs. 42.
3. Average cost of education per pupil per annum in—	
(*a*) Primary schools, Rs. 79-5-0 ...	Rs. 10-13-0.
(*b*) Secondary schools, Rs. 201-5-0	Rs. 58-1-9.

4. Cost to Government of—
   (*a*) Above Rs. 20-8-0 .. Rs. 6-4-0.
   (*b*) Above Rs. 61-7-0 ... Rs. 28-12-0.
5. Cost to hostel boarder per mensem Rs. 25 ... Rs. 9.

49. The Central Provinces Government does not maintain directly any school for the provision of education for Anglo-Indian and European children. There are, however, 7 High, 10 Middle and 17 Primary schools maintained by the Anglican or Roman Catholic Church or by Indian Railways and aided by the local Government under a grant-in-aid code. The extent of the provision is shown by the following figures, the total number of schools being constant for the period :—

Year.	1916-17.	1921-22.	1926-27.
Number of pupils in attendance at European and English teaching high schools.	68	104	164
Number of pupils in attendance at European and English teaching middle schools.	398	427	468
Number of pupils in attendance at European and English teaching primary schools.	1 130	1,312	1,756
Cost, after deducting fee income, met by Managers.	Rs. 36,260	Rs. 53,213	Rs. 95,131
*Direct expenditure by Government ..	75,631	97,220	74,845

*(Excluding building grants).

50. In the budget session of the Legislative Council, 1921, several reductions were moved, the chief being Rs. 26,500 which was the whole provision for European orphan and indigence grants; and a lump reduction of Rs. 35,000 under expenditure on European schools. During the debate Government frankly admitted that European schools and pupils had received preferential treatment over Indian schools. The maintenance and building grants to the former were half as against one-third of the approved expenditure of the latter; the rates of scholarship were generally higher; special grants were paid to schools and their hostels for the boarding and education of Anglo-Indian children whom a District Magistrate certified as practically destitute; also for the assistance of children of poor Europeans living in out of the way places.

The principle of allowing privileges to particular classes of Indians, (*e.g.*, Muhammadan and Depressed Class pupils) and to minority communities (*e.g.*, a half expenditure grant to the Bengali school in Nagpur) had long been accepted by Government who could not agree to the immediate withdrawal of privileges from the Anglo-Indian community whose education was classed as a "reserved" subject under the Reforms. If the budget cuts were carried the schools would be financially embarrassed and European education would suffer,

The introduction of the Reforms was however a suitable opportunity of examining the case for preferential treatment to European schools and Government proposed to appoint a committee of Europeans and Indians to consider the whole question of Anglo-Indian educational expenditure. On this promise, the budget was passed.

51. The Governor in Council nominated a committee in June 1921, to consider the differential treatment of European schools in respect of grant-in-aid from Government, and to state what modifications, if any, of these principles or the application thereof, was desirable. Five Indians were nominated and the Inspector of European Schools acted as Secretary. The 5 Indian members were members of Legislative Council and included a Muhammadan. Three of the Europeans were Head Masters of European High schools, another represented the Bengal-Nagpur Railway Company's schools, and the fifth was the nominated representative of the Anglo-Indian community in the Legislative Council who was elected Chairman of the committee.

The chief recommendations of the committee were—

(i) Maintenance grants already assessed for the quinquennium ending March 1925 should not be reduced and the existing grant-in-aid rules should continue in force till that date to allow schools to adjust their finances.

(ii) After 1925 there should be no difference in the grant-in-aid codes for European and Indian schools. Schools carried on in special circumstances or peculiar difficulties should be generously treated under the code.

(iii) The Finance Member promised in consultation with the Director of Public Instruction to consider whether economy could be effected by amalgamating certain European schools. The committee agreed, provided no loss of efficiency in Enropean education was involved.

52. The recommendations were all accepted and adopted by the local Government though protests were received from the local branch of the Anglo-Indian and Domiciled European Association.

The effect of the reduction of maintenance grants from half to one-third the approved expenditure has been a saving to Government of about Rs. 27,000 per annum. The amount has almost been made good by an increase of fee receipts. To a slight extent the policy has resulted in reducing facilities for European education in Saugor and Kamptee where a High school was reduced to a Middle and a Middle to a Primary school. The number of pupils concerned is however small and expenditure on the maintenance of the higher classes was not justified. Diffusion of effort has long been a characteristice of European eduaction in this province, militating against efficiency: but so long as the Anglican and Roman Catholic Churches maintain separate schools it is impossible to effect any further concentration

XV.—The Effect of the Non-Co-operation Movement on Education.

53. The number of students who left colleges owing to non-co-operation in 1920-21 was 225 out of a total number enrolled of about 1,250 or about 18 per cent. The number who left Anglo-Vernacular (High and Anglo-Vernacular Middle) schools was about 3,200, *i.e.*, about 15 per cent of the total number enrolled. The total number who left vernacular schools was estimated to be about 3,000 or about 1 per cent of the total enrolment. The last figure is, however, only a rough approximation as it is difficult to get reliable information regarding the cause of absence of boys from vernacular schools.

54. The following is a note written at the time on the "National Schools" which were started to attract pupils away from institutions recognized by Government :—

"So far as my information goes, the following are the particulars of the so-called 'National Schools' which were opened :—

Circle	Anglo-vernacular schools.		Vernacular schools.	
	No.	Pupils.	No.	Pupils
Nagpur ..	12	1,860	36	...
Jubbulpore ...	5	600	16	700
Berar ...	16	720	13	440
Nerbudda ...	2	60	20	. .
Chhattisgarh .	3	300	...	..
Total ...	38	3,540	85	...

As in the case of non-co-operating students, the numbers are by far the greatest in the Nagpur Circle. Most of the boys who left the shcools in Nagpur city have joined the 'Tilak Maha Vidyalaya High School' which has about 1,000 pupil and about 20 teachers. The schools at Saoner., Hinganghat and Bhandara are all reported to have over 100 pupils each."

"The staff of these schools consists mainly of pleaders who have suspended or failed to obtain practice or non-co-operating students from colleges and secondary schools. In most of the schools the courses prescribed are much the same as in recognized schools, but lectures on politics and classes in spinning are generally arranged and also, in some places, carpentry. National songs are taught and in some, e.g., the Nagpur Ashram, students have been put through an intensive training for propaganda work. Discipline and organization are

conspicuous by their absence; accommodation and equipment are of the poorest; regular teaching can hardly be said to take place except in very few. None rests on a secure financial foundation; they lead a hand to month existence on funds raised by subcriptions, in some places collected by means of house to house visits by the students. There is a general opinion that the majority will collapse from lack of funds; indeed several have collapsed already. In one so-called Anglo-Vernacular school with two teachers, the Head Master is said to be usually absent, collecting funds, while the assistant who is not even a matriculate remains in charge of the five classes whose curriculum ranges (theoretically) from the lowest English to the matriculation class. The Chhattisgarh Inspector writing of these schools, remarks 'except that they want to inoculate students with big dose of their cult, it is difficult to see what purpose they have in view. The schools under the department need have no fear of being out-classed by schools run by amateurs on unbusinesslike lines and with no definite educational purpose.'

"In fact, the attempts to start and maintain these 'national schools' can only be described as pathetic. All who are interested in the education of the country would probably welcome sincere attempt at the establishment of eduactional institutions aiming at the production of useful citizens on new lines, independent of Government grants and supplementary to Government and Government-aided institutions, but the success, or rather lack of success, so far achieved holds out no future promise for such independent efforts in this province."

The collapse of the non-co-operation movement involved the collapse of the "National Schools" and the return of pupils to institutions recognized by Government.

XVI.—The Curricula Committee, 1921.

55. In reply to question in the Legislative Council, Government stated that the revision of the Curricula of Primary and Secondary schools was under consideration. It was proposed to publish a communique, inviting criticisms and suggestions on the existing curricula and to appoint a committee to consider the matter. In the following April a Press Note was accordingly issued to the general pulbic, setting out the curricula in force in boys' and girls' schools and suggesting that replies should deal primarily with subjects to be taught and the media of instruction.

A committee of 20 members was nominated by Government on the 5th August 1921 and submitted its report at the end of October that year. It consisted of 5 non-official members of the Legislative Council, 9 officers of the Education Department of whom 3 were Europeans; and 5 non-officials engaged in educational work

The Director of Public Instruction acted as Secretary and a non-official member of the Legislative Council was elected Chairman. Of the 20 members, 5 were Europeans, 3 Muhammadans and 12 Hindus.

56. Before the first meeting the Director of Public Instruction prepared a memorandum, summarising the opinions (about 100) he had received in response to the Press Note and dealing with the chief points for consideration, under the following heads :—

1. *Nationalization of Curricula.*—None suggested the exclusion of English language or western culture and none proposed the development of Indian classical languages or a form of education of an essentially oriental type. Increased attention to Indian History (which should be compulsory in all schools) and to the lives of great Indians particularly contemporary politicians—was proposed and also the encouragement of Indian vernaculars especially Hindi.

2. *Vacational Training.*—A general and strong desire for vocational courses in ordinary schools was expressed. Only two emphasised the need for a "liberal" education.

3. *Shortening the school courses.*—Almost all considered that the courses should be shortened but few pertinent suggestions regarding ways and means were received.

4. *Medium of instruction in Secondary schools.*—A large majority favoured the use of the vernaculars till the end of the High School course. It was pointed out in the memorandum that the following points needed consideration :—

(1) The requirements of university and higher education.
(2) The dearth of vernacular text-books.
(3) The difficulty teachers experienced in teaching through medium other than that in which they themselves studied.
(4) The variety of vernaculars found in the same school room.
(5) The possible consequent deterioration in English.

Against the above were—

(1) Strain involved by instruction through a foreign language.
(2) The resulting confusion of thought and cramming.
(3) Retardation of progress in studies.
(4) Possible neglect of vernacular culture and divorce of the educated from other classes of the people.
(5) Teachers should be more competent in their vernacular than in English.

(5) *Primary and Vernacular Middle School Curricula.*—This matter was considered by the Education Department in 1915 when the production of a new set of Vernacular school reading books was dealt with. The aim of the Department was a liberal rather than

a solely utilitarian education. Replies suggested the introduction of a general information course which should enable the department to excluded Geography, Nature Study, Civics, etc., from the curriculum. A desire was widely expressed for the introduction of English into these schools.

6. *Anglo-Vernacular Middle School Curriculum.*—A Departmental committee discussed this subject in 1920 and considered that nothing could be cut from the course, but that further provision of manual training was desirable.

Replies indicated a desire for a more popular and extensive syllabus of Elementary Science and a modification of the Mathematics syllabus.

7. *High School Curriculum.*—The memorandum referred to the recommendations of the Sadler Commission but the replies received had contributed very little to this subject.

8. Separate notes were supplied on—

(*a*) The place of English in the school curricula.
(*b*) The position of science in the school curricula.
(*c*) Religious and moral instruction.
(*d*) The bifurcation of school courses.

The recommendations of the committee were formulated in 78 resolutions and these were submitted to Government with the report.

The main recommendations were—

1. History, Geography and Literature should be directed so as to stimulate in pupils a love of thier country and a wish to participate in her advancement.

2. Hindi should be encouraged in Marathi Schools.

3. Provision for religious education and observance in accord with the wishes of parents should be made in all schools under public management.

4. Increased attention should be paid to physical training and elementary "military" drill should be compulsory in all secondary schools.

5. Cultural education should not be sacrificed to utilitarian aims; but all pupils should perform some manual work.

6. There should be a succession of vocational schools to which pupils may be diverted at various rungs of the educational ladder.

7. The medium of instruction in all subjects except English should be the vernacular up to the close of the High School stage. The vernacular employed in a school should be the mother tongue of the majority. If the minority is large, provision for instruction in

their vernacular also should be made. If small, arrangements to acquaint them with the vernacular of the majority should be made at any early date.

8. The change over to vernacular media should be regulated by the supply of teachers and text-books; but Government should take steps to expedite it.

9. Non-Government schools should be free to select their own medium—vernacular or English.

10. Th Primary school course should be shortened from 5 to 4 years; the Vernacular Middle school course lengthened from 2 to 3 years and made identical (English being an optional subject) with the Anglo-Vernacular Middle course which should be reduced from 4 to 3 years. The High School course should remain unchanged (3 years). Thus the total course from the beginning of the Primary to the end of the High School course would be spread over 10 years as against 12. No reduction of attainments was proposed.

11. Differentiation between rural and urban schools curricula was not recommended. Teachers with ability to adapt themselves to rural surrounding were necessary.

12. In the High School course, the study of a vernacular should be compulsory.

Other resolutions dealt with subjects to be taught but involved no radical change in the courses then existing and recommended a compartmental system of examination at the conclusion of each stage.

58. In commenting on the report, the Director of Public Instruction stated—

"*National Eduaction.*—Regarding national education I am in general agreement with the committee, whose views will, I believe, commend themselves to those who wish to adapt our courses more closely to the needs of the country. Those who hope by "national" education to inculcate racial hatred and revolutionary doctrines will find no support from the committee.

"*Vocational Training.*—On the leading principles that should govern the relation of vocational to general education, I am in complete agreement with the majority of the committee. I do not think the minority in their notes of dissent have attached nearly enough importance to (*a*) the need of a far sounder general educational basis than we have at present; (*b*) the difficulties, mainly financial, that confront those who would combine vocational and general education in the same institutions; and (*c*) the dangers attending such cheap.

'nasty' and superficial attempts at vocational training as would alone be possible in practically all our general education schools at present.

"The provision of definitely vocational schools into which pupils who are unable or unfit to proceed to higher courses of general study, can be drafted after completion of the various stages of general education, deserves the early attention of the Departments of Industries and Agriculture.

"Our general education schools should aim at progressive adaptation to local needs and should become increasingly 'pre-vocational'. But for every boy there must be a clearly marked stage when he proceeds from a school where the general aim predominates to an institution where such general education as may be given is entirely subsidiary to professional needs. So far, the Agricultural Middle schools have been neither one thing nor the other.

"*Other Recommendations.*—But I am totally opposed to the proposed reduction of a year in the combined Anglo-Vernacular Middle and High course in addition to the accepted reduction of a year in the Primary course. Though the committee proposes no lowering of the general standard of the High School course, I am convinced that such a lowering must at present be the inevitable result of the reduction. That the adoption of the vernacular as medium of instruction will speed up all school work is at present an *a priori* assumption unbacked by any evidence. The effect will in any case be seen only after considerable lapse of time. That school organization and teaching will be improved, and progress thereby accelerated, is at present merely a pious hope. Against all this vague talk we have to set our present matriculation percentages and the statistics regarding ages in the various classes.

"The present movement towards the vernacular represents among the most thoughtful critics a very vague but quite justifiable feeling that western education has not so far produced a 'national culture' in India, rather than a definite conviction that the use of the vernacular is in itself pedagogically necessary. The reasons for the failure so far to acclimatize western education in this country lie deeper than any question of the medium of instruction."

59. The following extracts are taken from the resolution by Government on the report :—

"As regards the vexed question of the medium of instruction in the schools, the committee, while recognizing the value of a thorough training in the English language and realizing the difficulties of a sudden change in the present system, urges the substitution of the Vernacular for English as the medium and hopes thereby to shorten the period of school life without lowering the standards already attained.

"Government is in complete sympathy with the desire of the committee to build up a system of education in which enlightened patriotism shall occupy a prominent place and is prepared to take and support all measures which may lead to that end.

"In view of the committee's unanimous recommendations Government accept the principle that the vernacular should be the medium of instruction in all subjects except English in the Middle and High courses. At the same time it recognizes that certain practical difficulties beset the introduction of the change in the High School classes. In the Middle School classes, the change will not be so marked since the vernacular is already the medium of instruction, except for English in which English will continue to be the medium, and Mathematics and Geography in which subjects a combination of English and Vernacular is at present employed. In the first place, the difficulty of procuring text-books is considerable. It is impossible to dispense with text-books in the schools. Attempts in this direction in the past have invariably led to teachers dictating to their classes practically the substance of a text-book in each subject. Such a method of teaching involves great waste of time and labour and it is essential that suitable text-books should be prepared. There is the further difficulty of securing teachers competent to teach High School classes in the vernacular. In the province where the main vernaculars are Hindi and Marathi, the number of graduate teachers (*i.e.*, teachers qualified by their academic attainments, to teach in High School clasess) capable of giving instruction in Hindi is at present insufficient to meet a demand for instruction in that vernacular in all the classes, and one of the most urgent problems is the means of increasing the supply of such teachers. As regards the supply of Marathi speaking teachers there is at present no difficulty and it is not anticipated that any difficulty will arise. Again the special needs and circumstances of linguistic minorities, *e.g.*, those whose mother tongue is Urdu or Bengali or Gujrathi, have to be taken into consideration. It will obviously be necessary to make special provision for the instruction of such pupils, in the first instance at any rate, inasmuch as they have hitherto pursued their education in the belief that the present system would endure. A sudden change in the medium of instruction would inflict great hardship upon the linguistic minorities. Lastly, consideration must be given to the wishes of such parents as may resent a sudden and compulsory change of system for which due notice has not been given.

"In order to give effect to its policy, it is the intention of Government to make that vernacular which is the mother tongue of the great majority of the pupils, the sole medium of instruction in the middle classes of Government schools and to introduce it, subject to the

modifications noted below, as the medium of instruction in the 10th class (*i.e.*, the lowest High School class) in Government High Schools with effect from the beginning of the next school session, in the 11th class in the following sessions and in the 12th or top class in the session following that; so that in the session beginning in 1925 the vernacular will be the medium of instruction throughout the High School course.

"It will be left to the discretion of the managing authorities of other recognized schools to introduce the change. In view, however, of the practical difficulties arising from the needs of minorities, the shortage of competent teachers and the possibility of some parents wishing to retain the present medium, English may be employed as the medium of instruction in one section of each High School class in Government schools in which two sections of each High School class are maintained, provided that in such schools there is a substantial number of pupils whose mother tongue is not the vernacular chosen as the medium of instruction or whose parents may desire that their sons should be taught through the medium of English in preference to the vernacular, though the vernacular employed may be their mother tongue. In admission to the sections in which English is employed as the medium, preference will be given to pupils whose mother tongue is not used as the vernacular medium; but if the number of such pupils in any Government High School is not sufficient completely to fill one section of each class, pupils, whose mother tongue is the vernacular chosen as the medium of instruction but whose parents desire that they should be taught through the medium of English, may be admitted to the English sections. Government is prepared to adopt the committee's recommendation regarding the length of the Primary school course and the uniformity and length of the Middle course. It is anticipated that the substitution of a four years' for a five years' course will result in a substantial increase in the number of pupils who complete the course and, if not accompanied by a reduction in the present number of teachers, will have the effect of improving the quality of the instruction in the schools. The committee's proposal, however, to reduce the combined Anglo-Vernacular Middle and High School courses by one year, in addition to the reduction of one year in the Primary course, Government is unable to accept.

"*Revision of courses.*—The revision of separate courses of study in accordance with the general recommendations of the Curricula Committee, in so far as they are accepted in this resolution, will be entrusted in the first place to a small committee of experts. Their detailed proposals will be circulated for criticism to such inspecting officers, school authorities and members of the general public as are specially qualified and willing to express an opinion, and the criticism received will be taken into consideration before the courses are sanctioned for the schools."

60. The courses were actually prepared at the Training College, Jubbulpore, and circulated to selected educationalists for criticism. The revised Primary School syllabus was issued in 1922 and adopted from the school year 1923-24. The Middle and High School courses were similarly drawn up and passed after modification by the High School Board in 1924-25 for introduction in schools during 1925-26.

XVII.—THE VOCATIONAL TRAINING COMMITTEE, 1921.

61. One of the recommendations of the Curricula Committee referred to in the preceding part was that schools definitely vocational in aim should be established for pupils who had completed the various stages of a general education. In a resolution on the report of this committee in March 1922 Government stated that the problem of vocational training needs a more detailed investigation by a special committee which should be appointed shortly. In accordance with this promise, the Vocational Training Committee was nominated by the Local Government and consisted of the following :—

The Director of Public Instruction as Chairman.
The Principal of the Government College as Secretary.
The Principal of the Government Science College and Engineering School, Nagpur.
The Deputy Director of Public Instruction, Nagpur.
The Director of Agriculture, Central Provinces.
The Chief Inspector of Boilers, Central Provinces.
The Inspector of Handicraft Schools, Central Provinces.
The Chief Engineer of Empress Mills, Nagpur.
Four non-officials who were or had been members of the Legislative Council and who had shown special interest in industrial development in Central Provinces.

62. The terms of reference were—

(i) To consider the relations between general education and vocational training.

(ii) To consider how far vocational training is required and what kinds of such training should be provided, with reference to existing facilities for such training and to the present and future industrial development of the Central Provinces and Berar.

(iii) To submit proposals for the provision of such vocational training as may be considered desirable and necessary.

The committee met in December 1922 and held eight meetings. The report was issued in July 1923 and was considered by Government who published a resolution in May 1924.

63. A notice and questionnaire were first drawn up by the committee and widely circulated in English and in the vernaculars of the province. The following extracts are taken from the report :—

"In our notification we stated that we were anxious to ascertain the views of the general public on the question of vocational training

and that for this purpose we were prepared to examine witnesses who desired to give oral evidence, and to receive written evidence from those who desired to express their views but were unable to present themselves for examination by the committee. Up to the date of our first meeting written notes were received from two members of the general public."

Of these one dealt entirely with commercial training and principally with the teaching of shorthand. Subsequently one more note was received and two officers of the Education Department volunteered oral and written evidence.

"We desire to record our disappointment at the meagreness of the response to our invitation to the members of the general public to express their views on the questions with which we have to deal."

The Committee reviewed the industrial condition of the province in 1922 and pointed out that a population of about 14 millions resided within the provincial area of about 100,000 sq. miles; that 95 per cent of the population was illiterate and that less than 3 per cent attended any educational institution, while only 2 per cent were enrolled in Primary schools.

The enrolment in Secondary schools was only 0.5 per cent of the population while the corresponding figure for colleges was 0.007 of population.

The corresponding figures for 1927-28 are instructive—

	Per cent.
Per cent of population attending educational institutions.	2.86
Per cent of population enrolled in Primary schools	2.09
Per cent of population enrolled in Secondary schools	.69
Per cent of population enrolled in Colleges	.01

The description of the province given in this report is thus substantially true to-day—

"The population of the Central Provinces and Berar is predominantly rural, there being 39,000 villages, each with an average population of approximately 300 persons, as compared with 111 towns containing 5,000 or more inhabitants and only two towns, Nagpur and Jubbulpore, with more than 100,000 inhabitants. The people are still essentially agricultural. Over 11,863,000 persons or 74.2 per cent of the total population, are employed in pasture and agriculture, 47 per cent as cultivators and 27 per cent as farm servants or labourers. Industries including mines support approximately only 1,487,000 persons or 9.3 per cent of the population, commerce 892,000 persons or 5.6 per cent, the professions 1,500,000 or 9.7 per cent of the population.

"It will be clear from what we have stated above, that while industries are developing and have in some cases reached a state of highly efficient organization, for example in the case of the cotton mills at Nagpur, Rajnandgaon and elsewhere and the Gun Carriage Factory at Jubbulpore, the Central Provinces and Berar must be regarded as essentially agricultural, with a population predominantly agricultural and predominantly illiterate. Highly organized industries exist, but these provide their own instruction and prefer it. To this point we shall return later. In the smaller industries there is little scope for specialized instruction, but skilled blacksmiths, fitters, turners, moulders and carpenters are in great demand in all factories and workshops, large and small."

64. The report differentiates between—

(1) Pre-vocational training, which is a part of general education designed to give a bias which shall prepare a pupil indirectly for a particular occupation. Its object is to keep a pupil in harmony with his environment not to produce a trained workman.

(2) Vocational training designed to make a pupil efficient in some specific industry, craft, or other occupation.

(3) Industrial training in which emphasis is laid on the development of skill in handling tools, materials, machines and products.

(4) Technical education which stresses the acquisition of a knowledge of principles and their applications.

Existing facilities for each of these were reviewed, agricultural and engineering institutions, schools of handicrafts, continuation classes for boys employed in workshops and factories, apprenticeship facilities and scholarships; and the report states—

"It is clear, therefore, that facilities already exist or are proposed for training in organized insdutries which are already developed or are likely to develop in the immediate future such as engineering, textiles, railways and mining and also for training in such cottage industries as carpentry, blacksmithing and boot-making. The problem before us is to determine how far additional facilities are necessary in view of the present industrial development of the province and the development which is likely to take place in the near future."

"We are impressed with the necessity of adjusting the educational system to industrial and economic requirements but consider that no scheme of vocational training is likely to be successful which is out of relation with existing industrial development. Industries do not spring up at the bidding of academies. The success of the Government Engineering School, Nagpur, is due to the fact that it supplies a real need and that its courses are carefully correlated with

existing and potential engineering requirements. We have therefore tried to gauge the existing needs of the province and the possible lines of future development and have shaped our proposals accordingly. We have avoided all extravagant proposals of which the resulting benefit to the province is problematical or out of all proportion to the expense which would be involved and have tried to make our recommendations as practical as possible."

65. The chief recommendations are summarized below :—

(1) There should be a wide extension and development of elementary education as a necessary foundation of industrial progress.

(2) We are in general agreement with the Curricula Committee as regards the place of vocational and pre-vocational training in schools for ordinary education. We diverge from the views of the Curricula Committee in two respects. First we recommend that instruction should not be given in the use of the Charkha in schools for ordinary education. Secondly we recommend that pre-vocational training should be given in Agriculture (including training in simple repairs to farm implements) in rural Middle Schools.

(3) The present schools of handicrafts should be retained and two schools of a new type, one at Nagpur and the other at Khamgaon, should be established.

(4) No courses of technical instruction for the training of men of the overseer type, other than those already provided, are required in existing conditions in the province, but steps should be taken by Government to secure, as far as possible, the admission of students of the Central Provinces and Berar to institutions in other provinces which provide technical instruction of standard not available in this province.

(5) In higher technical training there should be an extension of the present system of awarding state scholarships tenable (*a*) abroad and (*b*) in India outside the Central Provinces and Berar. The latter class of scholarships should include scholarships for the higher study of agriculture and medicine.

(6) As in the case of lower technical training Government should endeavour to secure facilities for Central Provinces and Berar students for higher technical training, including training in medicine and agriculture, in extra-provincial institutions

(7) We recommend that pre-vocational courses in commerce should be instituted in the intermediate classes of arts colleges but we recognize that this is a matter in which the university have a determining voice.

(8) We commend to the owners and managers of factories and mills the scheme of instruction for boy artisans in existence in the Gun Carriage Factory at Jubbulpore.

(9) The ultimate control of all forms of education should be vested in the Ministry of Education, and schools of handicrafts and agricultural schools, of the new type which we recomemnd, should be placed under the immediate control of the Director of Public Instruction.

(10) The Inspector of Industrial Schools should be transferred from the Department of Industries to the Department of Public Instruction as an expert adviser to the Director of Public Instruction on Industrial Education.

66. The following extracts are taken from the Government Resolution on the report :—

"The ordinary school time-table does not allow sufficient time to a boy to master a trade, profession, or handicraft, and any attempt to reduce the time allotted to general educational subjects in order to provide adequately for vocational subjects would stultify the primary object of the ordinary school. Moreover, there is no evidence to show that there is a demand on the part of employers for boys who have undergone courses of study in vocational subjects such as the ordinary school could provide without losing its proper character. The true line of development, therefore, so far as schools for general education are concerned, should be for such schools to provide a general education designed to produce men of character, intelligence, knowledge and capacity. Such schools should not be institutions for the production of carpenters or mechanics or farmers. For the production of these, special institutions should be provided.

"With regard to the recommendation of the committee that a course in agriculture should be introduced in ordinary middle schools, Government is prepared to sanction its introduction as a pre-vocational subject as an experiment in one school, and is prepared to incur such expenditure as may be necessary for the purpose.

"It cannot be too often repeated that the creation of Government or private schools cannot itself create industries or industrial employment. "Industries do not spring up at the bidding of academies."

"Facilities for vocational training must bear some relation to the demand for them. But where facilities are provided there is no doubt that they should be separated from the system of general education and should be organized with a view to meeting a distinct demand.

In regard to the administration of technical and industrial education, the committee recommended that (*a*) these branches of education (including agricultural education) should be placed under the Minister of Education, (*b*) all industrial schools should be transferred from the control of the Director of Industries to the control of the Director of Public Instruction, with the object of securing co-operation between the various branches of education. Government is in agreement with the first part of this recommendation. It is desirable that the various branches of education should be surveyed as a whole in relation to the economic and social requirements of the province, and this can only be achieved by bringing them under one undivided control. Government, therefore, proposes to place industrial and technical education as well as general education under the control of one Minister, the Minister for Education. As regards the latter part of the recommendation, Government feels that the requisite co-ordination can be achieved by placing the various branches of education under the control of one Minister. But, in order that he may be assisted in the matter, it will be desirable to provide him with a Consultative Committee consisting of the Director of Industries, the Director of Public Instruction, the Director of Agriculture and two others who will be subsequently nominated. The Minister for Education will be Chairman."

NOTE.—The action of placing the various branches of education under one Minister by Government has not been carried out. Consultative Committees have been nominated by Government as occasion has arisen.

XVIII.—THE PHYSICAL AND MILITARY TRAINING COMMITTEE, 1925.

67. In March 1925 the Legislative Council passed a resolution recommending the appointment of a committee to facilitate the formation of rifle clubs to be attached to High Schools and Colleges.

Six months later the local Government appointed a committee to examine and report on—

(1) The nature and extent of the physical training and drill to be given in schools and Colleges and in particular, the suggestions put forward in the course of the debate in the Council on this resolution.

(2) The suitability of the recommendations in the report for the constitution of a University Corps (*vide* Auxiliary and Territorial Forces, Government of India Committee)—

(*a*) The suitability of the recommendations in that report for the constitution of a provincial unit of the Indian Territorial Force.

(*b*) The suitability of the recommendations in that report for the formation of urban units of the Indian Territorial Force.

(*c*) The methods of organization to be adopted in the case of—

(*a*) A University Corps.

(*b*) A provincial unit of the Indian Territorial Force.

(*c*) An urban unit of the Indian Territorial Force.

(*d*) The appropriateness of the system of Advisory Committees suggested in that report.

The Committee consisted of 14 members, *viz.*—

The Commissioner, Nagpur division, Nagpur.

The Vice-Chancellor, Nagpur University.

The Inspector-General of Civil Hospitals, Central Provinces.

The Officer Commanding the Nagpur Rifles (I. F. A).

The Head Master of a High School.

The Principal of a College.

Six members of the Legislative Council, nominated by the Local Government.

One Assistant Inspector of Schools.

The Honorary Secretary, B. P. Scouts, Central Provinces Association.

A questionnaire was widely circulated but elicited only a limited number of replies. Ten persons, five of whom were officials, were subsequently examined orally by the committee. Seven days in all were occupied by the committee before the report was prepared. The report was issued in April 1926.

68. The following extracts are taken from this report:—

"*Compulsory Physical Training in Schools.*—The view that boys should go to schools for physical as well as mental training is one that has been widely accepted only in comparatively recent times; and in dealing as we deal in the Central Provinces, with an educationally backward population, we are likely, in emphasizing the importance of physical culture, to be confronted not only with indifference among the boys themselves and apathy on the part of master but with some opposition from those parents who value education mainly as providing their children with a qualification for paid employment. The evidence before us makes it clear that, while there is on paper a reasonably complete curriculum of physical training provided for schools boys, that training in practice is inadequate.

"The present system of drill and bodily exercises would seem to have no value at all for purposes of physical development. In any attempt to improve the present position, the main obstacle to progress will be found in the domestic habits of the people and in the present school time table framed to suit those habits. In most places the great majority of scholars are day-boys and they attend school between 10-30 a.m. or 11 a.m. after a light meal. They remain at work till about 4-30 p.m. or 5 p.m. and may then at the end of the day, be expected to take some sort of active exercise.

"Moreover most of them have started for school after only a light morning meal and have since been without food for five or six hours. Naturally the pleasure they find in their exercise is small. Detention

beyond the ordinary lesson hours is resented and a constant effort is made to evade taking part in the school games or any other form of exercise which keeps them from their homes.

"As a necessary adjunct to the new system of compulsory physical training, suitable arrangements must be made for the periodical medical examination of every school boy. At present the medical inspection is somewhat perfunctory. Boys are ordinarily examined once in twelve months by a doctor of the rank of an Assistant Medical Officer who is responsible, *ex-officio*, for this duty receiving a fee of four annas per boy examined. The system is far from satisfactory.

"*Voluntary Physical Training in Schools.*—We realize the high value both to the physique and to the character of school boys which must attach to the properly directed activities of a well organized Boy Scout Association. We would therefore strongly recommend that Government should, whenever the provincial finances permit, make more generous contributions to this deserving enterprise than it has hitherto been willing to provide.

"*Compulsory Physical Training in Colleges.*—We are certainly of opinion that compulsion in the case of games would be an inappropriate feature of collegiate life. But the evidence before us suggests that some special stimulus to physical culture is really essential to students in this country even after they have left school. The rough statistics which we have collected also suggest that there is a certain physical stagnation, if not deterioration among students of the age of 18 to 22. This compulsory physical training in colleges should, as in the case of schools, be regulated by a physical instructor on the regular staff under the supervision of the provincial Director of Physical Training.

"*General.*—There is one other point which we should like to mention. The rough statistics suggest that the percentage of students in High Schools and Colleges who suffer from defective eyesight is extremely high. It is common knowledge that this evil is accentuated by the conditions under which the boys at school prepare their lessons and students at college read for their examinations.

"*Military Training.*—In the matter of military training we heartily support the general position which has been taken up by the Auxiliary and Territorial Forces Committee. The Report of the committee indicates that the members were inspired with a real anxiety to remove, as far as possible, all racial distinctions in the constitution of the non-regular military forces of this country and to give all classes of the population an opportunity of sharing in the common defence of India. We appreciate the value and importance of the committee's recommendations and have carefully considered how best those recommendations, modified in certain details, can be made applicable to local conditions in this province.

"*Provincial Unit.*—There is practically no tradition of army service among the mass of the population in the Central Provinces proper; and it will be necessary to create such a tradition if progress is to be made in educating the people in their responsibility for the protection of the state against foreign attack and internal disturbance. In August 1917 the total number of combatants from the Central Provinces and Berar enrolled in the Indian army was less than 300.

"*University Training Corps.*—The idea is popular among the students, there is ample material among the staff to assist in initiating the new proposal and the University authorities are strongly in favour of it.

"We would reject the recommendation of the Shea Committee that the University Training Corps have no liability for actual military service. The University Training Corps should be liable for military service of all kinds within the Central Provinces military district. We would prefer to retain the British regimental system for the University Training Corps as at present in spite of the imposition of full military liability within a limited area. We would recommend the adoption of the same system in the case of urban units also.

"*Rifle Clubs.*—Our own idea is that, from the point of view of military training, membership of a rifle club is valueless while, from a military point of view, it will serve but little purpose except in connection with some organized unit, such as a Cadet or University Corps, of whose training rifle practice will in any case form a necessary part."

The main recommendations of this committee are—

(i) The service of a first class expert Director of Physical Training should be obtained for five years. He must be recruited in the first instance from America through the Young Men's Christian Association. After five years his place should be taken by an Indian who will have meanwhile obtained the necessary expert training.

(ii) One member of the regular school or college staff should be specially trained and paid as a Physical Instructor.

* * * * *

(iv) There should be a regular medical inspection of every boy or student twice a year, the results of which must be carefully recorded and co-ordinated. Medical treatment in sickness should be prompt and efficient.

(v) Adequate playing fields should be provided.

* * * * *

(viii) A well ventilated and properly lighted preparation room should be provided at every school, college or hostel building.

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(xi) Physical training including physical exercises (with drill) and games to be not nominally (as at present) but really compulsory. Exemption only to be allowed under a medical certificate.

* * * *

(xiii) The school day should not be practically continuous, as at present, but should be broken up into morning and afternoon school. Boys will then be able to take a meal in the middle of the day and thus have no excuse for evading games or exercise after lessons in the afternoon. Where the division into morning and afternoon school is not practicable it will still be necessary to have a substantial break in the school time-table to enable boys to take a midday meal. In the hot weather the local school authorities can make their own special arrangements for physical training.

* * * *

(xvi) A certain number of the teachers in each school should be selected rather for proficiency in games and physical exercises than for their scholastic attainments.

* * * *

(xix) Rifle clubs in schools and colleges will be superfluous for members of a Cadet or University Training Corps. For other school boys and students, rifle clubs would be unsuitable except in connection with a provincial rifle association.

(xx) Cadet Corps on a voluntary basis should be permitted in Indian schools under the aegis of the Indian Territorial Force in the same way as they are permitted in European Schools under the aegis of the Auxiliary Force. They should also receive similar financial assistance.

(xxi) A Nagpur University Training Corps should be formed at once. Its function should be military as well as educational and the military liability of its members should be a general liability but enforceable only within the limits of the Central Provinces military district. The corps should be raised as an infantry battalion with the addition of special arms at a later stage. The organization should in all respects (pay, treatment and status) be on a footing identical with that of officers of the other non-regular forces of India.

(xxii) The formation of a provincial unit should be postponed until the University Training Corps or urban units have been successfully established.

(xxiii) An urban unit should be formed at once. The members should have full liability for general military service but should not be called upon to go outside the Central

Provinces military district in aid of the civil power. The urban unit should be organized, like the University Training Corps on the British Regimental system. The rank and file should be required before enrolment to pass the matriculation examination or to show that they have attained an equivalent standard of education. Educated men from rural areas should be eligible for enrolment in an urabn unit.

(xxiv) Contingents of an urban unit might, to begin with, be raised at Nagpur, Jubbulpore and Amraoti, where a contingent of the University Training Corps will also be formed. Urban contingents might be raised at other centres later.

69. Government has since appointed a Superintendent of Physical Education who has spent some months in studying actual conditions in the province and is now preparing schemes for High and Normal schools. Other branches of work will be taken up in due course. The University Training Corps will shortly be inaugurated. The recommendations regarding school hours, etc., are being adopted wherever schools find it possible to do so.

XIX.—The School Boy League of Honour and the Boy Scout Movement.

70. In 1914, Mr. R. B. Chapman, I.C.S., Deputy Commissioner, Yeotmal, in consultation with the Education Department, initiated the School Boy League of Honour. The aims and methods of the league were practically identical with those of the Boy Scout organization. In 1917, the Legislative Council moved a resolution requesting that intimation be given to Government officers that Government sympathises with the desire to see established an organization similar to the Boy Scout movement. The Baden Powell Scout movement had at that time no organization in the Central Provinces. Government extended its sympathy to the School Boy League of Honour as a means of preparing the way through the training of troop leaders, etc., for the introduction of a Boy Scout movement at a later date. Much valuable work was done by officials and non-officials in the cause. In 1920, General Sir Robert Baden Powell paid a visit to India and in Jubbulpore held a conference of certain officials and non-officials who had shown their interests in the Boy Scout movement. From the date of his visit the Boy Scout movement has shown considerable vitality. In 1922, a Provincial Council was formed and the services of a trained Camp Chief were obtained from the Young Men's Christian Association. Government made a grant of Rs. 14,500 in 1921-22 to meet his salary and expenses. Since that date Government has continued budget provision to reimburse the National

Council of the Young Men's Christian Association, Calcutta, for the pay and travelling allowance of this officer. In 1925, Rs. 20,000 was collected by voluntary subcription and a large camp was held in Mandla at which His Excellency the Governor as Chief Provinical Scout was present. This Association has now a roll of about 6,500 Scouts.

71. *Girl Guides.*—As far back as 1920 the Provincial Commissioner for the Girl Guide Association, Central Provinces, endeavoured to obtain a grant from Government to assist the work of the Association. Several troops of Girl Guides had been started in the schools but the movement was cramped owing to the lack of trained Guiders and financial provision for holding training camps and providing apparatus and equipment.

In 1926-27 the Director of Public Instruction proposed that a grant of Rs. 2,500 should be paid to the provincial Association. This proposal was accepted by the Standing Committee for Education and the grant was included in the budget. During 1927-28 the same contribution was made and this figure is again being provided in the budget of 1928-29.

The grant has enabled the Association to send teachers and others for training as Guiders at camps which have been held in other provinces and to meet this provinces' share of the expenditure on an all-India Camp held in Nagpur, during the month of January 1928 which was attended by nearly 100 Guiders in various stages of training. The Association is endeavouring to send to England during 1928-29 a lady who should be trained to act as a trainer and organizer of the movement in the Central Provinces. If this policy is carried out the indications are that there will be considerable expansion in the near future.

XX.—The Indian Educational Service and the Provincial Educational Service.

72. The highest educational posts in the province have been reserved for the Indian Educational Service. After these rank the posts in the Provincial Educational Service and below these come the rank and file of the Subordinate Educational Service. The development of the Indian Educational Service and of the Provincial Educational Service may be illustrated from the figures given below

In July 1908, the Indian Educational Service posts numbered 8 including one inspectress of schools all of which were held by Europeans and the Provincial Educational Service comprised 13 posts. In July 1918, Indian Educational Service posts numbered 20 including two inspectresses of schools all of which were held by Europeans and the Provincial Educational Service posts numbered 44. On the

1st April 1928, Indian Educational Service posts numbered 21 including two inspectresses. Of these, 15 were held by Europeans including two inspectresses and 6 by Indians. Provincial Educational Service posts numbered 72. Of the six Europeans who left the service between 1918 and 1928, two retired on proportionate pension, one to become an assistant master at Eton College and the other to become a lecturer at Lampeter, one retired on superannuation pension, one was invalided and one became a professor in Rangoon University. After 1918 only one European was appointed to the Indian Educational Service, and he left the province almost at once to join the staff of the Royal Indian Military College, Dehra Dun.

73. Apart from posts on the collegiate side, the chief administrative posts in the province are those of the Director of Public Instruction and the five inspectors of schools. In 1919, an Assistant Director was appointed who subsequently was called Deputy Director. To assist inspectors of schools particularly in respect of vernacular education, assistant inspectors in the Provincial Educational Service were appointed in 1911. All the subordinate inspecting staff consists of deputy inspectors of schools all of whom are in the subordinate educational service. Two or more deputy inspectors are posted to each district and their duties are confined to work connected with vernacular education. The Indian Educational Service is now dying out. All the men now in the service, with one exception, are over 40 years of age. Government is now considering how to build up a new Provincial Service to take its place.

TABLES.

TABLE

Receipts (Education

No.	Head of receipts.	1916-17.	1917-18.	1918-19	1919-20.
1	2	3	4	5	6
		Rs.	Rs.	Rs.	Rs.
	A.—UNIVERSITY.				
1	Fees—Government Arts Colleges ...	55,360	63,393	59,288	67,766
2	Fees—Government Professional Colleges.	4,511	8,091	3,234	1,075
	B.—SECONDARY.				
3	Fees—Government Secondary Schools.	1,65,695	1,80 232	1,74,935	1,62,103
	C.—PRIMARY.				
4	Fees—Government Primary Schools	979	2,319	3,767	3,647
	D. SPECIAL SCHOOLS.				
5	Fees—Government Special Schools	...	182	471	235
	E. - GENERAL.				
6	Contribution* ...	1,369	1,948	2,663	1,175
7	Miscellaneous ...	43,383	30,824	28,245	27,584
8	Recoveries of service payment ...	...	...	..	...
	Total Receipts ...	2,71,297	2,86,989	2,72,603	2,63,585
	Refund ...	...	...	...	503
	Net Total ...	2,71,297	2,86,989	2,72,603	2,63,082

*Received towards cost

No. 1.

Department).

1920-21.	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
65,527	58,532	62,427	81,090	99,670	92,088	93,866
135	900	1,168	1,515	1,562	2,676	1,646
1,58,814	1,50,978	1,74,761	2,31,294	2,63,036	2,80,206	2,89,565
2,207	2,124	2,138	4,071	3,318	426	1,090
388	316	1,712	660	421	328	1,018
3,175	1,350	1,612	800	944	1,900	1,280
36,204	32,971	33,347	51,168	73,051	76,042	76,667
...	..	737	18,009	33,838	29,389	36,845
2,66,450	2,47,171	2,77,902	3,88,607	4,75,840	4,83,055	5,01,977
239	169	4,389	622	253	239	515
2,66,211	2,47,002	2,73,513	3,87,985	4,75,587	4,82,816	5,01,462

of cantonment schools.

TABLE

Expendi

No.	Minor heads.	1916-17.	1917-18.	1918-19.	1919-20.
1	2	3	4	5	6
		Rs.	Rs.	Rs.	Rs
	A —UNIVERSITY.				
1	Government Arts Colleges .	1,59,746	1,50,610	1,59,634	1,84,725
2	Grants to Non-Government Arts Colleges.	5,292	18,133	15,615	17,115
3	Government Professional Colleges—				
	(*a*) Victoria College of Science, Nagpur.	29,204	39,385	42,561	43, 858
	(*b*) Engineering Branch of the Victoria College of Science, Nagpur.	41,142	45,457	56,605	71,769
	(*c*) Spence Training College, Jubbulpore.	92,773	1,09,716	1,24,936	1,49,660
3 (*a*)	Grant to Chiefs' College, Raipur ..	62,360	33,147	34,581	
4	Grants to Nagpur University ...	..			
	B.—SECONDARY.				
5	Government Secondary Schools .	3,96,105	4,70,541	5,24,467	5,79,704
6	Direct grants to Non-Government Secondary Schools.	1,63,478	1,88,244	2,00,066	1 85,038
7	Grants to Local Bodies for Secondary Schools			.	50,000
	C.—PRIMARY				
8	Government Primary Schools .	1,28,321	1,58,751	2,02,285	2,21,101
9	Direct grants to Non-Government Primary Schools.	57,018	45,954	38,364	38,218
10	Grants to Local Bodies for Primary Education.	10,92,836	14,22,784	14,60,512	14,62,597
	D.—SPECIAL.				
11	Government Special Schools .	1,56,844	1,98,321	2,81 573	3,99,720
12	Direct grants to Government Special Schools.	13,664	12,157	13,039	16,132

No. II.

ture.

1920-21.	1921-22	1922-23.	1923-24	1924-25.	1925-26.	1926-27
7	8	9	10	11	12	13
Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
3,13,105	3,10 804	2,63,545	3,58,534	3,92,717	3,68,976	4,30.882
28,267	25,445	22,036	22,827	2,2574	23,457	22,781
78,625	60,365	58,205	67,107	70,351	74,820	83,904
1,04,056	96,306	86,409	85,671	88,165	96,182	1,00,13
1,88.775	2,45,619	2,20,110	2,05,756	1,95,218	1,99,160	1,29,236
37,101	37,743	35,435	...	.		. .
.	.	..	28,446	30,000	2,10,000	50,000
7,80,756	7,46,963	7,99,487	8,13,070	8,22,290	8,63,270	9,40,799
1,28,298	1,74,010	1,61,442	1,92,361	1,38,934	1,75,965	2,43.797
70,000	68,583	59,787	65,843	99,460	1,18,918	1,81,694
2,56,577	2,81,732	2,89,924	2,82.334	2,83,340	2,93,919	2,98,967
47,954	55,844	58,848	56,232	62,761	79,789	68,586
17,20,143	13 41,003	19,17,106	13,66,883	13,79,378	14,25,800	22,10,170
5,21,433	5,09,341	5,20,208	4,97,299	4,54,130	4,59,220	4,99,806
4,735	15,730	13,987	10,539	12,383	6,238	4,017

TABLE

Expendi

No	Minor heads.	1916-17.	1917-18.	1918-19.	1919-20
1	2	3	4	5	6
		Rs.	Rs.	Rs.	Rs.
	E.—GENERAL.				
13	Direction	76,520	68,478	67,559	97,933
14	Inspection	2,68,368	2,55,988	2,96,102	3,25,745
15	Scholarships	77,281	87,066	87,523	88,043
16	Miscellaneous	28,215	24,025	37,240	27,951
	Total 31.—Education—Transferred	...	...	...	39,59,309
	Amount of reduction by Legislative Council.	...	...	..	...
	Net Total ...	...	...	...	39,59,309
	31.—EDUCATION—RESERVED.				
	B.—SECONDARY.				
17	Direct grants to Non-Government Secondary Schools,	1,38,260	1,20,243	1,07,647	90,408
	C.—PRIMARY.				
18	Direct grants to Non-Government Primary Schools.	..	...	...	9,900
	E.—GENERAL.				
18 (*a*)	Inspection	...	...	...	...
19	Scholarships	6,887	5,186	4,412	13,844
20	Miscellaneous	...	...	...	...
	Total 31.—Education—Reserved ...	...	...	...	1,14,152
	Amount of reduction by the Legislative Council.	...	...	...	..
	Net Total ...	...	...	...	1,14,152

No. II

ture—concld.

1920-21.	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
7	8	9	10	11	12	13
Rs	Rs.	Rs.	Rs.	Rs	Rs	Rs.
1,10,310	1,10 002	93,194	95,626	96,842	97,334	1,06,387
4,26,133	4,42,932	4,19,087	4,04,632	4,20,430	4,25,797	4,32,093
1,01,742	95,392	93,551	1,02,336	1,09,055	1,13,894	1,18,433
45,057	62,153	40,368	71,579	76,348	77,846	79,200
49,54,067	46,79,967	51,52,729	..	47,54,376	51,10,585	60,88,886
.						.
49,54,067	46,79,967	51,52,729	..	47,54,376	51,10 585	60,88,886
1,12,791	1,20,324	1,22,276	1,11,520	1,13,288	1,01,328	1,09,483
10,003	11,164	9,636	12,297	15,493	12 011	13,130
5,420	7,143	1,749				
10,595	12,228	11,.98	7,856	8,089	10,335	11,061
...		1,658	1,661	1,860	2,804	2,159
1,38,809	1,50,859	1,47,217	1,33,334	1,38,730	1,26,478	
						.
1,38,809	1,50,859	1,47,217	1,33,334	1,38,730	1 26,478	

TABLE

Statement showing the number of schools, scholars and expendi

—	1916-17.			1917-18.		
	Schools.	Scholars.	Expenditure.	Schools.	Scholars.	Expenditure.
1	2	3	4	5	6	7
			Rs.			Rs.
University.						
Colleges ...	7	1,348	2,90,489	7	1,448	3,13,710
High Schools—						
Males ...	43	4,928	3,45,734	43	5,214	3 82,798
Females ...	7	54	16,076	7	66	19,366
Anglo-Vernacular Middle Schools—						
Males	153	16,158	5,40,429	160	16,054	5,71,836
Females ...	11	398	41,806	13	463	49,529
Vernacular Middle Schools—						
Males ...	218	35,308	2,88,517	232	37,252	3,19,666
Females	25	2,143	27,139	32	2,751	32,278
Primary Schools—						
Males ...	3,698	269,452	14,31,206	3,799	269,085	15,30,167
Females ...	316	18,014	1,83,499	310	17,685	1,88,229
Special Schools—						
Males ...	19	1,072	2,14,055	22	1,201	2,37,672
Females ...	6	186	29,540	8	249	46,715
Totals—						
Males ...	4,138	328,266	31,10,430	4,263	330,254	33,58,849
Females ..	365	20,795	2,98,060	370	21,214	3,36,117

No. III.

ture thereon for the past eleven years in these Provinces.

1918-19.			1919-20.		
Schools.	Scholars.	Expenditure.	Schools.	Scholars.	Expenditure.
8	9	10	11	12	13
		Rs.			Rs
7	1,207	3,54,626	7	1,252	4,15,145
44	4,586	4,11,076	43	3,900	3,99,409
7	78	22,086	9	111	32,142
158	15,531	6,37,487	159	16,063	6,74,672
13	480	52,247	13	471	51,646
293	45,508	4,74,112	297	45,708	5,89,419
33	2,961	38,258	35	3,236	48,048
3,841	257,506	18,12 709	3,867	256,667	20 80,701
324	18,207	2,10,244	326	18,409	2,52,211
2.	1,415	2 86,992	20	1,649	3,90,081
8	268	57,953	6	213	60,60[illegible]
4,366	325,753	39,77,002	4,393	325,239	45,49,427
395	21,994	3,80,788	389	22,470	4,44,653

TABLE

Statement showing the number of schools, scholars and expendi

—	1920-21.			1921-22.		
	Schools.	Scholars.	Expenditure.	Schools.	Scholars.	Expenditure.
1	14	15	16	17	18	19
			Rs.			Rs.
University.						
Colleges ...	7	1,037	5,75,939	7	971	5,40,949
High Schools—						
Males ...	43	2,888	4,49,918	43	3,021	4,97,746
Females ...	8	87	40,388	8	95	42,858
Anglo-Vernacular Middle Schools—						
Males ...	158	13,973	8,80,432	150	13,487	8,37,520
Females ...	13	492	51,072	15	709	74,619
Vernacular Middle Schools—						
Males ...	310	47,624	6,75,833	317	45,838	7,28,723
Females ...	37	3,461	59,300	38	3,660	66,545
Primary Schools—						
Males ...	3,930	258,500	22,48,427	3,987	242,065	25,11,515
Females	321	18,483	2,90,635	326	18,347	3,10,104
Special Schools—						
Males ...	22	1,761	5,15,456	20	1,840	4,75,102
Females ...	8	587	73,100	10	648	86,300
Totals—						
Males ...	4,470	325,783	53,46,005	4,524	307,222	55,91,555
Females	387	23,110	5,14,495	397	23,459	5,80,426

No. III.

ture thereon for the past eleven years in these Provinces—contd.

1922-23.			1923-24.		
Schools.	Scholars.	Expenditure.	Schools.	Scholars.	Expenditure.
20	21	22	23	24	25
		Rs.			Rs.
7	936	5,30,288	9	1,366	6,52,249
42	3,393	5,17,714	42	3,861	5,42,328
8	140	51,438	7	152	51,079
147	15,491	8,97,609	149	17,204	9,16,616
14	599	83,602	13	647	74,932
324	49,808	7,68,214	334	52,356	7,71,416
36	3,650	67,092	35	3,645	64,169
3,942	236,621	25,43,214	3,956	243,588	26,18,387
320	18,387	3,24,567	324	19,635	3,15,997
40	2,498	5,36,596	40	2,433	4,99,511
9	607	89,545	9	560	80,845
1,502	308,747	57,93,635	4,530	320,808	60,00,507
387	23,383	6,16,244	388	24,639	5,87,022

TABLE

Statement showing the number of schools, scholars and expendi

—	1924-25.		
	Schools.	Scholars.	Expenditure.
1	26	27	28
			Rs.
University.			
Colleges	9	1,614	7,04,681
High Schools—			
Males	43	4,280	6,13,027
Females	7	189	53,155
Anglo-Vernacular Middle Schools—			
Males	151	19,475	9,85,763
Females	13	715	72,772
Vernacular Middle Schools—			
Males	323	52,502	7,78,353
Females	36	3,891	68,580
Primary Schools—			
Males	3,974	246,256	27,00,387
Females	321	19,116	3,22,285
Special Schools—			
Males	40	2,136	4,59,024
Females	10	637	80,588
Totals—			
Males	4,540	326,263	62,41,235
Females	387	24,548	5,97,380

No. III.

ture thereon for the past eleven years in these Provinces—concld.

1925-26.			1926-27.		
Schools.	Scholars	Expenditure.	Schools.	Scholars.	Expenditure
29	30	31	32	33	34
		Rs.			Rs.
9	1,733	7,51,152	9	1,833	8,04,247
45	4,657	6,11,465	49	4,902	6,49,681
7	181	44,614	7	183	45,711
150	21,815	9,69,418	156	23,511	10,20,679
14	781	81,022	14	868	86,705
320	54,705	7,84,543	335	61,402	8,34,812
337	4,146	70,296	40	4,883	76,714
4,096	257,904	26,86,544	4,189	270,072	29,09,144
327	20,068	3,46,698	334	21,027	3,51,596
38	2,190	4,66,246	45	2,351	4,92,151
8	607	82,015	9	591	83,231
4,658	343,004	62,69,368	4,783	364,071	67,10,714
393	25,783	6,24,645	404	27,552	6,43,957

TABLE

The number of teachers

—	Number of teachers in 1916-17.		
	Trained.	Untrained.	Total.
1	2	3	4
High Schools.			
Government ...	59	102	161
Local Board and Municipal ...	2	21	23
Aided ...	21	105	126
Unaided ...	3	6	9
Middle Schools.			
Government ...	189	173	362
Local Board and Municipal ...	740	795	1,535
Aided ...	74	326	400
Unaided ...	6	74	80
Primary Schools.			
Government ...	220	268	488
Local Board and Municipal ...	2,670	5,129	7,799
Aided ...	120	591	711
Unaided ...	19	389	408
Total ...	4,123	7,979	12,102

No. IV.

employed in recognized schools.

Number of teachers in 1920-21.			Number of teachers in 1921-22.			Number of teachers in 1926-27.		
Trained.	Untrained.	Total	Trained.	Untrained.	Total.	Trained.	Untrained	Total.
5	6	7	8	9	10	11	12	13
131	51	182	162	28	190	203	30	233
9	12	21	8	10	18	14	14	28
37	78	115	48	67	115	58	72	130
5	1	6	3	1	4	..	9	9
259	250	509	318	232	550	442	139	581
1,271	971	2,242	1,352	780	2,132	1,980	887	2,867
99	376	475	115	319	434	142	362	504
3	23	26	6	45	51	17	78	95
221	321	542	237	338	575	329	297	626
2,760	5,810	8,570	2,951	5,615	8,566	4,454	4,553	9,007
161	618	779	141	624	765	199	608	807
20	275	295	21	366	387	51	356	407
4,976	8,786	13,762	5,362	8,425	13,787	7,889	7,405	15,294

TABLE

Compulsory Primary

No.	Name of local body,	Area of compulsion.	Date of introduction of compulsion.
1	2	3	4
1	District Council, Amraoti ..	6 villages ...	1st April 1924 ...
2	Do. Akola ...	5 ,, ...	1st August 1923 ...
3	Do. do. ...	10 ,, .	1st April 1925 ...
4	Do. Raipur ...	2 ,, ...	1st July 1926 ...
5	Do. do. ...	49 ,, ...	1st November 1927 ...
6	Do Bhandara	42 ,, ..	1st April 1926 ...
7	Do. Sironcha...	Sironcha proper ...	1st April 1928 ...
8	Do. Bilaspur ...	3 villages ...	...
9	Do. do ...	32 ,, ...	...
10	Municipal Committee, Warora ...	Municipal area, Warora.	1st October 1923 ...
11	Do. Buldana ..	Municipal area, Buldana.	1st April 1925 ...
12	Do. Ellichpur City.	Municipal area, Ellichpur.	1st March 1926 ...
13	Do. Balaghat...	Municipal area, Balaghat.	16th June 1927 ...
14	Do. Saugor ...	Municipal area, Saugor.	1st April 1928 ...
15	Do. Raipur ...	Municipal area, Raipur.	1st July 1927 ...
16	Do. Nagpur ...	Circles 6, 7, 8, 9 and 19.	..
17	Do. Yeotmal ...	East Ward of municipal area.	...
18	Do. Amraoti town	Town municipal area	...
19	Do. Wardha ...	Municipal area, Wardha.	...
20	Do. Bilaspur ..	Municipal area, Bilaspur.	1st April 1928 ...
21	Do, Jubbulpore	5 wards .	...

No. V.

Education Schemes.

Enrolment before compulsion.	Estimated enrolment under compulsion.	Actual enrolment under compulsion as far as figures are available.	Recurring grant.	Non-recurring grant.
5	6	7	8	9
1,454	2,579	2,014	Rs. 6,199	Rs. 16,797
489	638	706	1,583	2,134
1,265	2,416	1,968	7,567	1,488
300	453	411	864	...
1,053	2,611	...	8,519	...
1,336	3,294	3,439	14,290	24,401
...	...	...	1,677	...
355	1,212	...	2,778	...
...	...	...	3,711	...
410	635	601	990	...
311	399	455	840	..
1,071	2,309	1,893	6,710	...
360	700	548	1,757	4,387
1,318	2,200	...	6,364	...
1,088	1,922	1,569	4,195	15,861
2,987	3,545	...	7,767	..
173	456	...	1,623	...
2,425	3,147	...	5,042	...
812	1,200	...	1,789	...
1,046	1,682	...	2,717	...
1,068	1,395	...	2,208	...

TABLE No. VI.

Progress of literacy since 1881 (from the Report on the 1921 Census).

—	Literates per mille (all ages 10 and over).				
	1881.	1891.	1901.	1911.	1921.
1	2	3	4	5	6
Central Provinces and Berar—					
Males	51	64	83	86	103
Females	1	1	3	4	8
Nerbudda Valley—					
Males	78	91	118	130	153
Females	1	3	5	8	14
Satpura Plateau—					
Males	29	41	55	70	82
Females	...	2	2	3	7
Maratha Plain—					
Males	54	72	94	100	127
Females	1	1	3	4	9
Chhattisgarh Plain—					
Males	19	31	46	49	58
Females	1	1	1	2	5
Chhota Nagpur—					
Males	Not available				21
Females					3

	1891.	1901.	1911.	1921.
Number of institutions ...	3,129	3,430	3,865	4,906
Number of pupils ...	161,840	174,091	297,620	350,685

NOTES ON STATISTICAL TABLES.

TABLE 1—RECEIPTS.

The main sources of income are—

(1) Tuition fees
(2) Hostel ,,
(3) Games ,
(4) Examination fees

} *Vide* E—General. No. 7.—Miscellaneous.

The decrease in receipts in 1918-19 was the result of the influenza epidemic which affected the numbers enrolled in that and subsequent years. Economic conditions also were unfavourable from 1918—22. At the end of 1920-21 Non-Co-operation became a factor causing an additional decline which continued to operate in 1921-22. Recovery began in 1922-23. In 1923-24 a new college (Amraoti) was opened which accounted for an increase in college receipts. In the same year tuition fees in Secondary schools and Hostel fees also were raised. Hence the increase under the appropriate heads.

In 1925-26 the Law College was transferred to University control. Thus a fee income of about Rs. 15,000 is not shown in these figures.

Receipts under "C—Primary" vary on account of re-classification in accounts.

Receipts under "E—General" in 1924-25 show an increase owing to the introduction of the Central Provinces High School Certificate Examination and abolition of Allahabad University Matriculation in Central Provinces centres.

Total receipts have increased from Rs. 2,71,297 in 1916-17 to Rs. 5,34,000 in 1928-29.

TABLE II—EXPENDITURE.

A.—UNIVERSITY.

1. *Government Arts Colleges.*—The increase in 1920-21 was due to increases in the pay of Indian Educational Service and in the cadre and pay of Provincial Educational Service officers, on staffs, and equipment of new Amraoti college. Further equipment was provided in 1921-22; 1923 onwards includes maintenance of Amraoti college. 1928-29 estimates are swollen (Rs. 4,50,000) by provision for equipment of the new Science College. From this year the Science College is classed with Arts colleges for budget purposes.

3. (*c*) *Training College.*—The increase in 1920-21 was due to increased numbers of students under training. 1921-22 increase was due to enhanced stipends and increased provision for High School pupils consequent on the "nationalization" of Hitkarni High School, Jubbulpore. From 1922 onwards the fall is partly due to re-organization consequent on the Retrenchment Committee. From 1926, the fall is due to a re-classification of expenditure.

B.—Secondary Schools.

(5) *Government*—1920-21.—Increase is due chiefly to the introduction of a new scale of pay to teachers; otherwise the expenditure is enhanced on account of normal expansion, *e.g.*, 4 new High Schools in 1926-27.

(6) and (7) *Grants to Non-Government Secondary Schools.*—In 1920-21 the fall is owing to reduced expenditure consequent on Non-Co-operation. Otherwise the figures show normal increases except that non-recurring building and furniture grants vary from year to year. From 1921—28 about Rs. 5 lakhs have been paid as building grants to these schools.

D.—Special.

11. *Government Normal Schools.*—The number of students under training was—

1916-17	... 686	In 1916 a new scheme of development was initiated and completed in 1921. This provided for 800 trained Vernacular male teachers annually and 6 new Normal Schools. Production was found to be in excess of demand and in 1922 operations were restricted.
1922-23	... 1,636	
1926-27	... 1,289	

31. *Education Reserved* (*European Schools*).—(*Vide* note on these schools.)

In 1925-26 maintenance grants were reduced by Rs. 27,000 and this reduction has continued. There has, however, been considerable expenditure in these schools on buildings and furniture since that date and non-recurring grants towards this have marked the reduction in annual recurring grants.

TABLE III.—Schools, Scholars and Expenditure.

In 1918-19 the influenza epidemic occurred.

From 1919—22 there was a period of economic scarcity.

From 1920—22 the effect of Non-Co-operation was experienced.

The years 1916-17 and 1926-27 may be taken as normal and the figures as representing the actual educational development in the province during the period of 10 years.

Colleges.

Students have increased from 1,348 to 1,833 or over 30 per cent. Expenditure has increased from Rs. 2,90,000 to Rs. 8,00,000 or about 170 per cent.

High Schools.

(*a*) *Boys.*—The numbers are practically stationary while expenditure has practically doubled.

(*b*) *Girls.*—Numbers have risen from 54 to 183 and expenditure has increased in about the same ratio.

ANGLO-VERNACULAR MIDDLE SCHOOLS.

(*a*) *Boys.*—This head shows progress, from 16,178 pupils to 23,511. Expenditure has practically doubled.

(*b*) *Girls.*—An increase from 398 pupils to 868 pupils. Expenditure has risen proportionately.

VERNACULAR MIDDLE SCHOOLS.

(*a*) Boys.—Schools have increased from 218 to 335 and pupils from 35,000 to 61,000. Expenditure has trebled.

(*b*) *Girls.*—Schools increased from 25 to 40 and numbers from 2,143 to 4,883. Expenditure has increased threefold.

PRIMARY SCHOOLS.

(*a*) *Boys.*—Schools increased from 3,698 to 4,189 and pupils from 269,452 to 270,072. Expenditure has doubled.

(*b*) *Girls.*—Schools increased from 316 to 334 and pupils from 18,014 to 21,027, *i.e.*, about 15 per cent. Expenditure has doubled.

SPECIAL SCHOOLS.

These are chiefly Normal Schools. (*Vide* references to these in subsequent notes.)

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